DOCUMENT RESUME

ED 478 274 UD 035 796

AUTHOR	Nadeau, Debra Fuchs; LaRue, Candace Mayer; Allen, Jennifer; Cohen, Jonathan; Hyman, Lauren
TITLE	Respect: Interpersonal Violence Prevention Resource Guide, "Stopping Youth Violence before It Begins."
PUB DATE	2002-00-00
NOTE	109p.; Produced by New York State Center for School Safety and the Center for Social and Emotional Education.
AVAILABLE FROM	New York State Center for School Safety, 175 Route 32 North, New Paltz, NY 12561. Tel: 845-255-8989; Fax: 845-255-3836; Web site: http://www.mhric.org/scss.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC05 Plus Postage.
DESCRIPTORS	Bullying; Conflict Resolution ; Cultural Pluralism; Decision Making; *Educational Environment; Elementary Secondary Education; *Emotional Development; *Emotional Response; *Family Life; Friendship; Interpersonal Communication; Parent Responsibility; Problem Solving; School Safety; Sex Bias; Sexual Harassment; Suicide; Teacher Responsibility; *Violence
IDENTIFIERS	Anger Management; Gangs; Social Justice

ABSTRACT

This guide describes a series of ways to translate research findings and general ideas on youth violence into day-to-day teaching and learning in homes and schools. Five sections include: (1) "Teaching and Learning Core Social Emotional Competencies" (e.g., what educators, counselors, and parents can do, and promoting core social and emotional competencies such as connecting with oneself and others, communicative capacities, impulse control/anger management, problem solving, decision making, cooperative capacities, forming and maintaining friendships, recognizing and appreciating diversity and differences, and altruistic capacities); (2) "Creating a Safe, Caring and Responsive Environment at Home and in School" (e.g., what schools and parents can do, key components of a comprehensive school-wide plan, characteristics of a safe and responsive school environment, strategies that promote collaboration, and community activities that enhance the environment for children); (3) "Implementing Change in School Climate"; (4) "Addressing Areas of Concern" (bullying, hate and harassment, sexual harassment, gender issues, relationship violence, gangs, and suicide). Includes a resource list of web sites and publications. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 478 274

Respect

Interpersonal Violence Prevention Resource Guide

Stopping Youth Violence Before It Begins

Debra Fuchs Nadeau
Director of Research,
NYSCSS Satellite Office @ Sullivan County BOCES
Candace Mayer LaRue
Training Specialist,
New York State Center for School Safety

Jennifer Allen
Director of Education and Consultation
Center for Social and Emotional Education
Jonathan Cohen, Ph.D
President
Center for Social and Emotional Education
Lauren Hyman
Director of Educational Programming
Center for Social and Emotional Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
D.F. Nadeau
NYS Center for School Safety
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This guide has been reviewed by:

- Lorelei Christensen – Training Specialist, New York State Center for School Safety
- John Devine, Ph.D. – Co-chair, Academic Advisory Council, National Campaign Against Youth Violence
- Maurice Elias, Ph.D – Professor in Child, Family and Community Psychology, Rutgers University; Vice-Chair, Collaborative for Academic, Social and Emotional Learning
- Mary Grenz Jalloh – Executive Director, New York State Center for School Safety
- William Johnson – Ed.D- Superintendent of Schools, Rockville Centre Union Free School District, NY; Adjunct Professor in Education, Teachers College, Columbia University
- Elizabeth Mastro – Coordinator, Hudson Valley Center for Coordinated School Health
- Kim McLaughlin – Coordinator, Midwest Coordinated School Health Center
- Ramon Murphy – MD-Associate Clinical Professor in Pediatrics, Mount Sinai Medical Center, NYC
- Stuart Twemlow – MD- Professor in Psychiatry, University of Kansas School of Medicine; Member, Academic Advisory Council of the United States Presidential Campaign Against Youth Violence

UD 035 796

BEST COPY AVAILABLE

Acknowledgements

In October 1999, Governor George E. Pataki released the report of the Task Force on School Violence (Lt. Governor Mary O. Donohue, Chair) entitled "Safer Schools for the 21st Century: A Common Sense Approach to Keep New York's Students and Schools Safe." This report led to the enactment of new legislation in New York State called Safe Schools Against Violence in Education (SAVE).

The SAVE legislation includes a number of components, one of which is the distribution of interpersonal violence prevention materials to school districts throughout the state. This resource guide has been prepared by the New York State Center for School Safety and the Center for Social and Emotional Education (CSEE) as a means of assisting school districts in addressing the issue of interpersonal violence.

The New York State Center for School Safety supports the development and dissemination of training to assist schools in preventing violence. This guide represents one of those trainings.

On behalf of the Center we would like to thank the staff at CSEE for their ongoing commitment to providing social emotional education opportunities for students. We would also like to thank the Coordinated Health staff across New York State, and the regional coordinators for providing feedback and piloting the training. A special thank you to Lorraine Welch who once again helped provide us with a document to be proud of.

Respect
Interpersonal Violence Prevention Resource Guide
Stopping Youth Violence Before it Starts

© 2002 New York State Center for School Safety

The production of this manual has been partially sponsored by
The New York State Office of the Governor,
George E. Pataki, Governor, and
The New York State Education Department,
Richard P. Mills, Commissioner

For training information contact
Debra Fuchs Nadeau, Director
New York State Center for School Safety Satellite Office
Sullivan BOCES
6 Wierk Ave
Liberty, NY 12754
(845) 292-0082

Contents

Executive Summary 1
Introduction 3
Core Principles 5

Section 1 - Teaching and Learning Core Social Emotional Competencies
Overview 7
What Educators and Counselors can do 8
What Parents can do 10
What Parents and Educators Can Help Children Do 11
Promoting Core Social and Emotional Competencies 12
1. Connecting with ourselves and others 13
2. Communicative capacities 16
3. Impulse control/anger management 19
4. Problem solving and decision making 22
5. Cooperative capacities 24
6. Forming and maintaining friendships 26
7. Recognizing and appreciating diversity and differences 28
8. Altruistic capacities 30

Section 2 - Creating a Safe, Caring and Responsive Environment at Home and in School
Overview 32
What Schools can do 34
What Parents can do 36
Key components of a Comprehensive School-wide Plan 37
Guiding Questions 38
Characteristics of a Safe and Responsive School Environment 40
Strategies that Promote Collaboration 41
Community Activities that Enhance the Environment for Children 42

Section 3 - Implementing Change in School Climate 43

Section 4 - Addressing Areas of Concern 46
1. Bullying 47
2. Hate and harassment 52
3. Sexual harassment 56
4. Gender issues 63
5. Relationship violence 66
6. Gangs 72
7. Suicide 76

Section 5 - Resource Lists 82

Appendices 94

Executive Summary

Youth violence is a public health crisis. Unfortunately, there is more and more evidence that youth violence undermines the social, emotional and intellectual development of America's children and their future. Schools can no longer be considered "islands of safety" now that violence has invaded them. Research suggests that violence in schools derives mainly from factors external to the school environment, but may be precipitated or aggravated by the school environment. The most frequent type of violence in schools is student on student assault. Interpersonal violence disproportionately involves young people as both victims and perpetrators both in and out of school. In recent years weapon carrying by students in schools has become a growing source of actual violence and threats of violence. Violent incidents and threats affect the entire school population. Fear and feelings of not being safe in school are the leading causes for children skipping school. According to the U.S. Department of Health and Human Services, (2001) each year 160,000 students stay home from school out of fear.

The recent rural and suburban massive school shootings are atypical of youth violence. Most adolescent homicides are committed outside of school. On a typical day six or seven inner city youth are slain in this country. Although school shootings are rare events, between 1999 and 2001 there were 323 school-associated violent deaths. The vast majority of these deaths (241) were due to firearms. Of the 323 deaths, 56 were suicides. Suicide is the third leading cause of death for young people aged 15-24, and the fourth for persons between the ages of 10 and 14 (Friday, 1995).

Homicides and suicides in and around elementary and secondary schools may be preventable if schools and communities carefully examine their structures that foster violence, such as tolerance of bullying behaviors, and racial and class divisions. Educators can also acquaint themselves with student behavior that can precede violent events so as to more effectively intervene. For example, recent research by the Centers for Disease Control and Prevention, U.S. Department of Education and the U.S. Department of Justice (2001), reveals that more than half the deaths recorded in the study occurred after some type of potential signal came from a young person, such as a note, threat or journal entry. Although lethal violence in our schools is on the decline, recent studies by the American Association of University Women (2001) and Human Rights Watch (2001), indicate that emotional acts of violence, like bullying and harassment, appear to be epidemic.

While arrest rates for homicides and firearm related incidents have declined since 1994, arrest rates for aggravated assault remain almost 70% higher than they were in 1983. The

number of youth who report that they have been involved with nonfatal violence has not dropped from the peak years, nor has the percentage of students injured with a weapon at school declined. According to a report put out by the U.S. Department of Health and Human Services, (2001), the number of youth involved with gangs has not declined and remains near the peak levels of 1996 nationally.

In this report, the Surgeon General stated that the most important conclusion from research about youth violence is that it can be prevented. *We now have the knowledge and tools to significantly reduce or even prevent much of youth violence.* (2001)

In response to these and related concerns, the New York State Legislature enacted the most far-reaching, comprehensive piece of school safety legislation to date, Safe Schools Against Violence in Education, (SAVE). The intent of this legislation was to make New York State schools safer. The legislation encouraged districts to think differently about how they address the issue of school safety. It focused on comprehensive planning and requires schools to evaluate the entire school safety picture. Additionally, the New York State Center for School Safety was called upon to develop and disseminate an interpersonal violence prevention package to assist schools.

Interpersonal Violence Prevention Education involves proactive ways to prevent youth violence. It includes teaching and learning in two overlapping ways:

1) **helping children and youth to develop social emotional skills, knowledge and beliefs; and**

2) **developing systemic interventions that promote safe, caring and responsive schools, homes and communities.**

There is no one curriculum or single intervention that will effectively help us to understand and prevent youth violence. The New York State Center for School Safety and the Center for Social and Emotional Education have produced this guide under the direction of the New York State Department of Education to assist educators, parents and youth to engage in a productive conversation about youth violence. To that end, this guide provides an overview of research findings and a comprehensive framework for launching effective violence prevention efforts.

Introduction

This guide will describe a series of ways to translate research findings and general ideas into day-to-day teaching and learning in homes and schools. Research has clearly demonstrated that prevention programs and strategies can be effective against violence in the general population of youth, high-risk youth, and even youth who have already exhibited violent behavior (Catalano, et. al., 2002). Where research is still inconclusive this guide will demonstrate practices that show promise.

The concept of interpersonal violence prevention is not new. These educational guidelines overlap with what has been called character education (CE) and social emotional learning (SEL). For the last 100 years a goal for all American schools has been to support the development of effective citizens: students who will learn to be responsible, caring and active members of the community. CE and SEL are two of the important ways that schools have sought to achieve these goals. Historically, character education efforts have focused on teaching and learning values and social emotional educational efforts have focused on core skills and knowledge. CE and SEL are increasingly overlapping processes. Research indicates that when educators and families promote social emotional skills, knowledge and values, schools and homes become places where children learn to successfully face the tests (and pleasures) of life rather than locations for repeated failures (Catalano, et. al., 2002, Cohen, 1999 & 2001; Greenberg, Domitrovich, & Bumbarger, 2001; Zins, et al., 2002).

The New York State Center for School Safety, in collaboration with The Center for Social and Emotional Education, and The Sullivan County Board of Cooperative Educational Services, has developed strategies and suggestions to assist school, family and community efforts in these areas. Sections in the guide correlate with the New York State Education Department's Health Education Scope and Sequence and Skills Matrix. (draft). The seven health skills in the Skills-Based Scope and Sequence are designed to assist students with achieving the New York State and National Health Education Standards.

Additionally, all of the special topic areas provide opportunities to integrate the NYS Health Education Scope and Sequence components including the skills and sub-skills. The NYS Health Education Scope and Sequence is based on effective health and educational theories and research (such as Social Learning Theory), and therefore easily integrates with SEL theory and practice. The Scope and Sequence overview and sequential Skills Matrix appears in Appendix B of this document. For example, influencing bystander behavior is a crucial component of all the interventions related to the special topics covered in this guide. Consequently a learning experience could readily be developed focusing on a special topic such as communication, relationships or conflict

resolution, and then extending it with the advocacy sub-skills as a way to have an impact on bystanders.

The New York State Center for School Safety has also developed an interactive CD-ROM on some of the topical areas covered in this guidebook, which is suitable for use by middle and high school students. Used with adult support, the CD-ROM allows students to practice problem solving and decision making in a safe and controlled environment.

This is not a "how to" manual. It is not meant to take the place of an existing health education or violence prevention program. Instead, it should be used to further your reflective ability to review what your school, family and community are already doing in these areas, identify gaps, evaluate effectiveness, and create multi-year plans that will effectively reduce youth violence.

This guide includes five major sections:

1. Teaching and learning core social emotional competencies (skills, knowledge and beliefs) or the capacity to "listen" to ourselves and others, solve problems creatively and non-violently, communicate clearly, cooperate, control impulses, appreciate diversity, help others, say "no," and form friendships. Effective violence prevention education is optimally an ongoing process for parents and educators as well as children.
2. Creating safe, caring and responsive schools, homes and communities.
3. Implementing change in school climate to reduce the potential for violence
4. Addressing Areas of Concern. These are bullying, hate and harassment, sexual harassment, gender issues, relationship violence, gangs and suicide.
5. Resource Lists

When these guidelines are implemented their impact will extend beyond a significant reduction in youth violence. Students will also benefit by enhanced school success and an increase in the core social emotional competencies that provide the foundation for learning, healthy development, and the capacity to work and love. Outcomes include increased self-awareness, greater problem solving, empathic capacities, impulse control, communication and cooperation abilities. When teachers and parents promote these competencies, it also enhances children's abilities to understand and cope with violence, from the overt sense of physical violence to the more subtle forms of emotional violence, like harassment and bullying.

Core Principles

Research has shown that the following core principles characterize effective violence prevention efforts (Catalano, et.al, 2002; Cohen, 1999, 2001):

- **Comprehensive approach:** Effective violence prevention programs recognize that violence and its effects are complex problems that require a multi-faceted response. Effective violence prevention efforts need to address more than one problem and involve a variety of services that link schools to the community. Schools and school districts need to examine factors that may contribute to structural violence.
- **Early start and long-term commitment:** There needs to be a focus on reaching young children to shape their social emotional skills, knowledge, beliefs and behavior while they are still open to positive influences and sustaining educational interventions from the pre-kindergarten years through the end of high school.
- **Strong leadership and disciplinary policies:** Leadership needs to be strong at the school level. Student disciplinary policies need to be clear and consistently applied. Principals must establish and maintain clear communication with their staff. While principals and other school leaders need to effectively utilize available resources and collaborate with other staff members to reach program goals, districts, school boards and superintendents need to sustain stable funding and staff to implement program components.
- **Staff development:** School administrators, teachers, staff and students need to be trained to handle disruptive students, and to mediate conflicts as well as to understand and integrate prevention strategies into the culture and climate of the school. So often school administrators feel that they are continually responding to the latest crisis. Effective violence prevention efforts need to be anchored in long-term prevention and health promotion strategies that enhance students' social and emotional competencies and positively influence the school climate. In addition, all school staff members must be trained to recognize that systemic issues in the school climate are essential in creating a safe, caring and responsive learning environment.
- **Creating school-home-community partnerships:** Parents, teachers and administrators need to create school-home partnerships to develop collaboratively a shared vision for violence prevention work, as well as shared language, education, and training. Parent involvement may also include home visits and enlisting parents as volunteers. School-home-community partnerships also include

the development of collaborative agreements between schools, local businesses, law enforcement offices, human service agencies, faith-based groups and parents to work together to prevent youth violence and help those who are exposed to violence.

- **Culturally sensitive and developmentally appropriate materials and activities:** Schools need to insure that program materials and activities are designed to be compatible with students' cultural values and norms, racial identity, age, gender, language and level of development.

Research has shown that the following social and emotional skills are important to promote in children (Cohen, 1999, 2001; Elias, et. al., 1998; Weissberg & Greenberg, 1998):

- To listen and connect to ourselves (reflective capacities) and others (empathic capacities)
- To be a flexible, creative, non-violent social emotional problem solver and decision maker
- To control impulses
- To cooperate with others
- To communicate directly and clearly and to say "no"
- To help others
- To recognize and appreciate diversity
- To form friendships

Research has also shown that promoting children's social emotional competencies lead to (Cohen, 1999, 2001; Zins, et. al. 2002):

- Increased self-awareness
- Enhanced impulse control/anger management
- Improved self-esteem and self-confidence
- Enhanced empathic capacities
- Increased academic performance
- Healthy character development
- Improved social capacities
- Improved ability to solve problems, communicate effectively, and cooperate
- Increased appreciation of differences among individuals

1 Teaching and Learning Core Social Emotional Competencies

Overview

This section focuses on the first of the two major dimensions that characterize effective interpersonal violence prevention: ***teaching and learning core social emotional skills, knowledge and beliefs in our schools and homes.***

Just as students need to learn how to read words and numbers and then use this information to solve real problems or learn linguistically or mathematically, they must also learn how to read themselves and others and then use this information to solve problems and learn socially and emotionally.

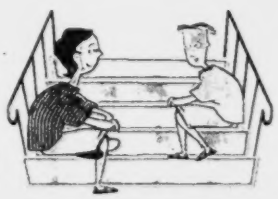
At school, social and emotional education can be taught directly through structured lessons and/or indirectly by integrating it into the existing curriculum such as social studies, language arts or health education classes. In both cases, teaching social and emotional skills and knowledge optimally needs to become an explicit, valued and ongoing facet of the school and home routine.

Health knowledge and skills are best learned through a variety of learner-centered methods and with extensive practice that takes place over an extended time frame. The New York State Health Education Scope and Sequence and Skills Matrix draft (Appendix B) are an excellent resource to use when determining how to go about integrating the suggestions on the following pages into your existing curricula.

Throughout this guide are pages that can be easily reproduced and distributed to school staff, parents and students. The remainder of this section is comprised of a series of reproducible tip sheets for school staff and parents to help promote social emotional learning (SEL).

What Educators and Counselors can do to Promote Social Emotional Learning (SEL) in Their Classrooms and Schools:

- Acknowledge children when they demonstrate empathy.
- Eliminate bullying by teaching students to recognize and address bullying, victim and bystander behaviors. Stop the class when you see bullying behavior and discuss the implications. Help children list possible strategies for dealing with the situation. (See also section 4.1 on Bullying)
- Promote acceptance of differences by teaching students to understand issues regarding, and the value of, diversity. (See also section 1.7 on Diversity)
- Be positive role models for your students.
- Improve awareness and communication, so that when children see or hear something troubling or scary they are willing to tell an adult. Teach younger children the difference between telling when someone needs help and tattling to get someone in trouble.



- Promote children's ability to listen to themselves (being reflective) and others (empathy) and to help others (altruism). Become an active listener and teach children how to be active listeners. (Section 1.2)
- Help students feel safe expressing their feelings and build a "feelings vocabulary" in the classroom. Recognize, honor and talk about your feelings and the feelings of your students. Normalize the fact that we can all become angry, sad or scared. Talk about what school/classroom environments are necessary for people to feel safe to share their feelings and thoughts.
- Encourage parental involvement in all school activities.
- Integrate interpersonal violence prevention/social emotional education into all subjects and levels.
- Encourage students to develop and personalize health skills knowledge through the use of guiding questions. Possible guiding questions could include:
    - Who or what impacts my ability to be safe and healthy?
        - Do I ever feel depressed, angry, sad or lonely because of bullying behaviors by others?
        - Have I been the target of harassment because of my gender, race or sexual identity?

General Guidelines

- How can I help others to be safe and healthy?
  - What are healthy bystander behaviors when faced with bullying, hate and harassment, dating violence, and/or suicide?
  - Who can I talk to if I have reason to believe another student is in danger?

- Provide students with authentic opportunities to practice the skills and competencies needed to avoid or reduce the risk of failure
- Provide students opportunities to engage in research of their own culture by observing behaviors among their peers. Set guidelines for students to follow when observing the behaviors of other students in their classes, hallways, lunchrooms, busses, etc. and a format for reporting results. In "Flirting or Hurting" (Strauss, 1992), the authors suggest that student ethnographers "cover" one specific place or hangout over several days, either alone or in teams. The project includes having students take observational notes as inconspicuously as possible ***without identifying people by name***, and then reporting back on the behaviors they have observed. The process recommends having students observe the behavior of younger children as well as their peers.

What Parents Can Do to Promote Social Emotional Learning (SEL) in their Homes:

- Be positive role models for your children. Solve problems non-violently. Understand the importance of "walking the talk".
- Take an active role in your child's school; talk regularly with teachers. Find out what your child's teachers think your child's strengths are and look together for areas where your child may need improvement.
- Help your child understand the value of accepting individual differences.
- Communicate with your children; encourage them to talk about their feelings, concerns and thoughts about violence. Help them understand the consequences of violence.
- Monitor/supervise your child's use of the Internet, television, reading materials, movies, music and video games. Be aware of what your child is watching and set limits on what you feel is appropriate.
- Discuss the programs your child watches (movies, television, video games, etc) with him or her, asking questions and sharing your views about issues that arise.
- Seek out support groups to improve parenting skills, anger management and related social emotional education.
- Keep a journal to help you become more self-aware and reflective about your feelings, and encourage your child to do the same.
- Supervise/know about your child's extracurricular activities.
- Get to know your child's friends and where they hang out.
- Get to know your child's friends' parents. Attend parent association meetings to meet more parents in the school environment.
- Be available and listen to your child even if what she or he says is painful or difficult to hear.
- Realize that each child desires to learn and to be understood.
- Practice skills training and understanding of bullying both at home and in school. Explain why bullying is unacceptable behavior. Discuss possible solutions for dealing with bullies. Ask your child's teacher or guidance counselor for additional materials to assist you in coming up with appropriate ideas.

What Parents and Educators can Help Children to Do:

- Speak out against bullying and offensive behavior. See the section on bullying in this guidebook or contact your child's guidance counselor for suggestions on how to do this.

- Keep a journal to help them become more self-aware and reflective about their feelings and how they deal with problems.
- Ask for help when they need it.
- Report incidences of bullying and harassment to caring adults by ensuring that there are confidential reporting methods and reports are taken seriously.
- Understand the difference between tattling and getting help.
- Mentor younger children – be a friend and a good example.
- Talk to a parent or caring adult about violence when they witness or experience it.
- Be a role model for their peers by refusing to be a passive bystander or bully.
- Help children avoid being a victim by supporting active bystanders.
- Become involved in violence prevention activities offered by the school or community.
- Encourage friends who seem depressed or angry to seek help from a parent, teacher, counselor or caring adult.
- Listen to their friends.
- Express their feelings in healthy and positive ways. Examples include talking it out, playing a musical instrument, taking a walk, writing a poem drawing a picture, playing basketball, etc.

Promoting Core Social Emotional Competencies

The following are the core social and emotional competencies that parents and educators can promote in schools and in homes. Each of these sections begins with a brief overview of the competencies and guidelines that help children to learn these sets of skills, knowledge and beliefs. The section concludes with a series of examples and tips about teaching and learning each competency.

1. Connecting with ourselves and others
2. Communicative capacities
3. Impulse control/anger management
4. Problem solving and decision making
5. Cooperative capacities
6. Forming and maintaining friendships
7. Recognizing and appreciating diversity and differences
8. Altruistic capacities

Health Education Skill*	**Social Emotional Competency**							
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Self Management	X		X	X	X	X	X	X
Relationship Management	X	X	X	X	X	X	X	X
Communication	X	X	X		X	X	X	X
Decision making	X			X	X			
Planning and Goal Setting				X	X			
Stress Management	X	X	X	X				
Advocacy	X	X					X	X

*New York State Health Education Skills Matrix: Draft 9d 7/02

Health Education Skills from the New York State Health Education Scope and Sequence. (draft)

1) Connecting with Ourselves and Others:

(NYS Health Education Skills: Self Management, Relationship Management, Communication, Decision Making, Stress Management, Advocacy.)

Overview: Learning to "connect" or listen to ourselves (reflective capacities) and others (empathic capacities) is the foundation for social emotional competency (Cohen, 1999). This capacity involves learning to "listen" actively to verbal and non-verbal messages and to think about what they mean. It also means recognizing when we don't understand what another person is saying or what we are saying/feeling and thereby, exploring (rather than masking) our confusion. Listening to others and ourselves provides the social emotional information we need to make decisions, solve conflicts non-violently, cooperate, communicate and form friendships.

A recent study on promoting school connectedness suggests that a healthful psychosocial environment in school is a critical component in keeping students away from drugs, alcohol, violence, risky sexual behavior, and the rest of today's social morbidities. (McNeely, Nonnemaker and Blum, 2002)

Feeling connected to others and ourselves and experiencing self-awareness are the foundations for effective interpersonal violence prevention education for several reasons:

- People who are violent are typically disconnected from themselves. Anger and rage typically grow out of frustration and loss. When children, as well as adults are disconnected with feelings of frustration and loss, they are more likely to act in violent ways.
- When a student is feeling aggressive and vulnerable to acting in violent ways, sensing that others are listening and wanting to understand how he or she is feeling in supportive ways, reduces the likelihood that he or she will act violently.
- Students who feel connected to other students are more likely to express support and caring. This is the kind of social environment that discourages violence as a solution to problems. It is also the type of social environment that allows and encourages students to confide in adults regarding a fellow student they may be concerned about.

Examples and tips: What follows are a number of examples and tips that can assist us in connecting with children:

When a child speaks

- Be curious about the child's experience.
- Ask questions to learn more about the child's experience.
- Listen, listen and listen.
- Be conscious of how you use the word "should". There are many moments when it is essential that we let children know what they should and should not do. However, when children are beginning to express feelings – be it verbally, artistically or otherwise – it is generally unhelpful to tell them that they "should not feel" a certain way.
- Recognize and accept children's experience. We do not always need to agree with or be pleased with what children say, but it is useful to recognize and honor their experiences.
- Understand the power of an appreciative attitude. With few exceptions, children do the best they can. Even when a child misbehaves, this typically occurs because the child does not think he or she has any other options. An appreciative attitude can powerfully foster our ability to connect with others. Recognizing that children try to do their best enhances their ability to be open to adults' suggestions and comments.
- Discuss the normalcy of confusion and "not knowing". Children have a common belief that it is unacceptable to be confused and/or not know the answer. Although this misunderstanding tends to become more prevalent as children move into middle and high school, it often begins in the first years of school life. Parents and educators have a series of ongoing opportunities to let children know it is normal to be confused and not know the answers. In fact, these are wonderful opportunities to learn something new if we allow ourselves to ask for help.
- When we have difficulty connecting with a child, it may be an important signal that something is amiss. Pay attention to feeling unable to connect. If you are concerned about not being able to connect with a child, confer with your school administrator, school counselor and/or other community members who have expertise in these areas.
- Ask questions. "How would you feel if you were in that person's shoes? How are you feeling right now?"
- Acknowledge. "We have a problem. What do you think our goal should be? What are some of the ways we can solve this problem?"
- Learn and listen. "What matters to you? "How can we learn more about that?"

- Tell stories about when you were a boy or girl as well as now. How did you learn these skills, understandings and beliefs? It is very important to include stories about moments when you had trouble. This gives children permission to talk about what is difficult and/or confusing for them.
- Make social emotional learning a part of what you do at home and in the classroom. Utilize teachable moments to practice the "Empathy Action Response:" (Levine, 2000) Levine suggests that when something happens in another person's life, the following open-ended questions are asked internally, and recommends practicing it on hypothetical situations in class meeting format:
    1. What happened to that person? (summary of event)
    2. How is that person feeling? (empathy)
    3. What could I do for that person? (action)
    4. How will I do it? (response)
- Pay attention to the "match" between the child and the environment (home and/or classroom). We all come into the world with a "biological package" or temperament. Shyness, activity levels, and soothability are just a few of the many temperamental dimensions that researchers have learned about in recent years (Kagan, 1994). One of the important factors that can inadvertently complicate "connectedness" is when there is a poor match between the environment (home or classroom) and the child's temperamental disposition. For example, some teachers insist that young children learn to sit still in the classroom earlier than they are ready. A poor match often contributes to children pulling back and disconnecting.
- Recognize changes. As our children grow physically, socially and emotionally, it is important to recognize and explicitly acknowledge these changes. Recognizing and validating these changes provides a foundation for connectedness. A wonderful way to talk about these kinds of changes is to tell children stories about ourselves when we were children. Sometimes, telling stories about our own changes without explicitly asking or suggesting that they should talk about their own changes allows them to be more comfortable and open up. For example, the passage into adolescence, which often begins well before the 9th grade, involves a series of extraordinary physical, mental, social and emotional changes. In conjunction with the very visible physical changes that accompany puberty and the new mental capacities that many adolescents show, we often see children becoming more independent and moving away from parents and teachers. However, the need to be connected to others and ourselves is as important as ever.

2) Communicative Capacities

(NYS Health Education Skills: Relationship Management, Communication, Stress Management, Advocacy.)

Overview: Communicative capacities refer to our ability to express ourselves and be clearly understood as well as the ability to understand what is being verbally and nonverbally transmitted back. Research has shown that fostering clear communication between children and adults is an important component to interpersonal violence prevention and contributes to children feeling connected and less isolated from others (Pianta, 1999). Learning to put our feelings into words reduces the likelihood that we will feel frustrated and act aggressively or violently. Learning to communicate clearly and directly includes the ability to use refusal skills, assertiveness, and verbal as well as non-verbal methods to engage in positive behavior. Helping children to acquire, practice, and master observational, listening and other communication skills reduces conflict and helps children to handle problems more easily.

How we communicate as a parent and/or an educator becomes the model for how children communicate. If adults practice active listening and model affirming statements, children will readily learn these behaviors as well. If adults use inappropriate expressions and verbal put-downs, children will see these as acceptable forms of communication.

Communicating clearly and directly is hard work for everyone. Learning to communicate clearly and directly is an ongoing process. Pay attention to how your children communicate and recognize their efforts. Think about what kind of communicator you are, our actions become a model for our children.

Examples and tips: What follows are a number of examples and tips that can aid our efforts to foster this fundamentally important interpersonal violence prevention skill and understanding:

- Learn to listen. Pay attention to what the child/student is saying; find time to be alone with the child; don't interrupt; don't prepare how you will respond to the child while your child is speaking; reserve making judgments, decisions or arriving at conclusions and solutions until the child has finished speaking.
- Look at and observe the child. Be aware of the child's facial expressions and body language. Is the child nervous and uncomfortable or relaxed and happy? Reading these signs will help adults know how the child is feeling and respond more appropriately to the child. During the conversation, acknowledge what the child is saying and move close to the child, make eye contact and nod.

- Encourage respect for individual differences. If you are tolerant of people who are different from you, then the child will be more likely to model your behavior. If you show you value differences children are more likely to understand that diversity enriches our lives.
- Teach children, beginning at an early age, the importance of learning to say "no" or "time-out" when they feel uncomfortable.
- Respond and recognize. Use "I-statements" to let the child know how you feel about what he or she is saying. Speak for yourself and do not try to put words into the child's mouth. Identify when it is important for you to tell the child what you believe about a topic/issue or when it would be better for him or her to figure out what he or she believes without your opinion. Used correctly, I-messages are simple, powerful ways to communicate our feelings and open up two-way communication. By teaching children to use these messages, you are giving them tools to help them in situations where they need to feel empowered and listened to. Sometimes, it may be helpful to teach children about the 5 steps to an I-message, listed on the next page in this guide.

Five Steps to an "I Message"

1. Always begin the statement with "I". "I" puts the focus on your feelings, wants and needs. "You" puts the other person on the defensive.
2. Clearly and simply say how you feel.
3. Clearly and simply say what the other person did (or is doing) that has an impact on you.
4. Clearly and simply say why you feel the way you do, i.e., how you are impacted by the other person's behavior. You may also state at this point how you would like the person's behavior to change or what you would like to have happen next.
5. Listen carefully to what the other person has to say. There may be a reason for his or her behavior that you didn't understand.

When teaching "I-messages" it is important to keep the goal of better and more open communication in mind. Requesting specific behavior from the listener in step four should be used carefully, since it can backfire and shut down communication. When students are taught to use these messages regularly, within a culture where feelings are shared and valued, including the speakers' preferences for behavior on the part of the listener can be an effective way to teach students to express their needs and wants.

Here are a few good examples of "I Messages"

- "I feel worried when you stay out past your curfew because I think that you may have been in an accident. What happened?"
- "I feel frustrated that you did not complete your English paper that was due today because I know you are capable of doing the work and you are going to fail if you don't turn in your assignments. I need to have your work tomorrow so I can grade it with the other papers. When will you have it completed?"
- "I feel proud when I see you helping your little sister with her homework because it shows me that you believe that it is important it is to help one another and that you care about her."
- "I feel disappointed when I hear you teasing John (a new student) and calling him names. I know how hard it can be to be new and I don't want anybody to feel hurt or left out in this classroom. I expect you to make John feel welcome from now on."

These are not "I Messages"

- "I feel that you are a jerk because you act like a jerk and I don't like it"
- "I am so mad at you for being late. You are in trouble now, Mister."

3) Impulse Control/Anger Management

(NYS Health Education Skills: Self Management, Relationship Management, Communication, Stress Management.)

Overview: Impulse control and anger management refers to our ability to recognize when we are feeling impulsive and/or angry and manage these urges in appropriate, non-violent ways. Research has shown that learning how to control one's impulses will reduce violent behavior (Guerra, in press). Anger is one of the most difficult emotions for children to manage. When children are angry, it is difficult for them to think clearly and make appropriate choices. This is why it is an important violence prevention strategy for children – beginning in the pre-Kindergarten years – to learn about and practice impulse control and anger management. Research has shown that learning to control impulses at an early age reduces the likelihood of aggressive-violent behavior in adolescence (Zigler, Styfco, & Gilman, 1993).

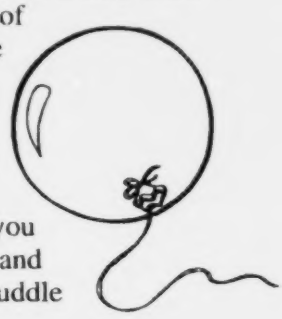
Learning to control our impulses rests on our ability to recognize our emotional state, to contain these impulses and find safe and appropriate ways to express them. It is important for children to understand that it is okay to feel angry or impulsive. However, children need to learn that there are acceptable and unacceptable ways to express these impulses. It is also useful for children to gradually learn that anger typically stems from frustration and/or loss.

Examples and tips: What follows are a series of ideas, examples and tips that can further our ability to help children learn to recognize and manage their impulses:

- Label emotions, both your own and others. This helps children to develop a feelings vocabulary. If we can talk about our feelings, it is easier to recognize and manage them.
- Practice recognizing the physical signs or cues that accompany anger and other strong impulses. For example, the following questions can spur important discussion and discovery about this: How does your body feel when you are angry? What do your hands do? What does your face do? How does your voice sound? Do you walk, sit or stand differently?
- Practice rating anger on a scale of one to ten and then determining what needs to be done about it. Discuss the difference between the need to react to a one (low anger) and a five (medium anger). Discuss why it might be important to wait before reacting to a ten (high anger).
- Talk about "ok" and "not so ok" ways to express strong impulses.
- Help children understand that anger typically grows out of frustration and/or hurt.
- Each classroom and home should engage in conversations like, "What things are ok to do when I am feeling angry or hurt?"
- Talk about the various ways that we manage feeling frustrated and hurt, both helpful and unhelpful ways.
- When a child is angry it is important to acknowledge his or her feelings. For example, "I can see you are angry." "It looks like you are pretty angry/mad about…." This is important because many children calm down quickly when they realize someone recognizes how they are feeling.
- To help children understand what triggers anger, you can ask them to make a list based on statements like: "I get angry when…"
- Provide opportunities for children to practice strategies to manage anger.
- We can and need to teach children how to "keep calm." Generate a list of ways that the child can stay calm. Refer to the list when the child gets angry. On the page that follows are examples of methods to help children learn in this area.

Ballooning and Draining: This cooling off technique includes deep breathing and muscle relaxation:

1. Ballooning is deep breathing. Have the child stand and tell him/her to take slow breaths and fill his or her lungs with air as if they were balloons. Then have them slowly let the air out of the "balloons". Repeat a few times and have the children tell how they feel.



2. Draining is consciously tensing and relaxing the muscles in the body. Again, have the child stand and ask him/her to tighten all of the muscles in their body and hold them tight until you say relax. After a few seconds, say, "Now relax and let all of the anger drain out of you. Imagine a puddle of anger at your feet."
3. Ask the child: how did it feel when you finished ballooning/draining? When can you use this method again? How could you use this method in a less obvious way? How can it help you deal with being angry?

Here is an example of a technique that can be useful for older children:

> Close your eyes and imagine you are in one of your favorite places. As you breathe in, feel positive energy entering your body through the top of your head. As you breathe out, feel all of the tension leaving your body through the bottom of your feet. Release all anxiety and tension. As you breathe in feel the positive energy filling your entire body from head to toe. As you breathe out, let all of the tension go out of your body. When you experience stress, this is a good tool to help you feel better.

4) Problem Solving and Decision Making

(NYS Health Education Skills: Self Management, Relationship Management, Decision Making, Planning and Goal Setting, Stress Management.)

Overview: Life involves a series of challenges and decisions. How we respond to the challenges and make choices shapes our lives and our ability to handle conflicts in non-violent ways (Aber, et. al., 1996; Elias & Tobias, 1996; Huesmann, Guerra, Miller, & Zelli, 1992; Selman, Beardslee, Schultz, Krupa, & Podoresky, 1986). Flexible and healthy decision making and problem solving involves engaging in a process of weighing options and consequences and then coming to a conclusion that will result in positive and productive behavior. This competency includes the ability to develop and implement a plan, evaluate successes and barriers, and revise the plan to accomplish the objectives effectively.

There are helpful and unhelpful ways to solve problems and make decisions. It is useful to teach children the steps that characterize flexible and creative problem solving, decision making and planning.

A primary approach in learning to solve problems and to enhance decision making abilities in children is to use a specific model. It is important to remember that for children to use this model, adults should be modeling this behavior and technique in their everyday life. Here is one example of an effective tool for problem solving, decision making and planning:

1. Make a clear statement of what the problem is. (Define the problem.)
2. Consider possible solutions to the problem. (i.e., What can we do to fix it?)
3. Test and evaluate these conclusions and arrive at a solution. (Consider possible consequences of each possible solution.)
4. Implement the best solution. (Take action.)
5. Evaluate the results of the action. (Did the plan work?)

Example and Tips: Here are some examples and tips that may support teaching children these essential violence prevention skills, understandings and beliefs:

- Talk about different types of problems. For example, problems may be recurring or unusual, easy or difficult, low-impact or a crisis. Normalize the notion that life is a series of problems and decisions and that the key issue is how can we become flexible and creative problem solvers.
- Talk about times when you did not solve problems so well. This can allow children to reflectively consider their own helpful and not so helpful problem solving strategies.
- Underscore the importance of learning to recognize our emotional state and to "keep calm," or regain our sense of calmness. This is one of the foundations for helpful problem solving abilities.
- Take advantage of teachable moments. When problems and decisions arise, use a problem solving model with the students.

- After a problem is resolved, take the opportunity to reflect and think about how the problem might have been managed if we could "rewind."
- Appreciate and practice goal setting. Knowing your goal is the first critical stage in the problem solving process. How we (automatically or thoughtfully) set goals is important. Goals drive behavior.
- Teach willingness to resolve conflicts without violence. One of the very important decisions that children make pertains to what are acceptable and unacceptable ways to settle disputes. Researchers have found that it is especially important to help middle school children make this fundamental choice. (Huesmann, Guerra, Miller, & Zelli, 1992; Selman, Beardslee, Schultz, Krupa, & Podoresky, 1986). Helping middle school children understand that it is not acceptable to use physical force to settle disputes is an important step in violence prevention.

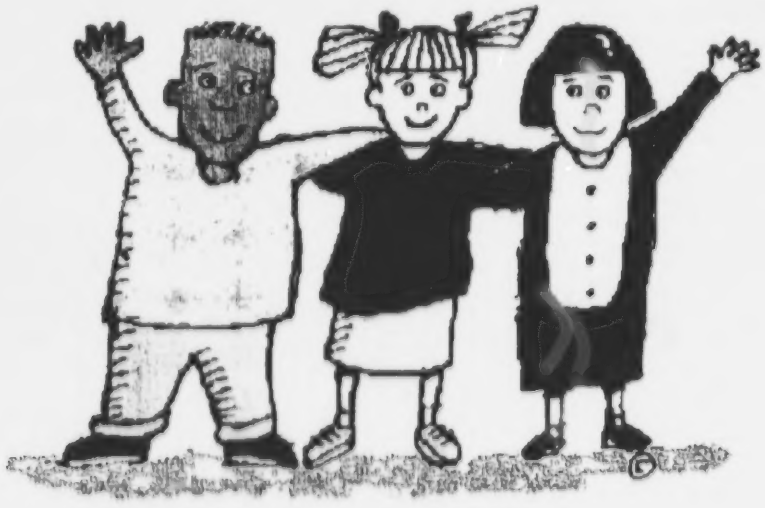
5) Cooperative Capacities

(NYS Health Education Skills: Self Management, Relationship Management, Communication, Decision making, Planning and Goal Setting.)

Overview: Cooperating refers to our ability to work together in pairs and groups. Being able to listen, take turns and develop collaborative goals with strategies to accomplish these goals is an essential set of skills and knowledge that provides the foundation for this ability. Research has shown that cooperation is a core competency that allows us to develop healthy friendships and positive relationships throughout life (Johnson & Johnson, 1989).

When children cooperate, they learn to appreciate the strengths and differences of friends, classmates and family members. They also learn to wait and take turns. This creates an atmosphere of acceptance, tolerance and respect. When children play and work together, the environment is less competitive because the purpose of cooperation is success of the group/family rather than the individual.

Being able to cooperate is pleasurable and meaningful. It is also hard work. The capacity to cooperate rests on a number of social and emotional skills and understandings that include active listening; impulse control and the ability to take turns; identifying and setting goals; appreciating what others are thinking and doing; contributing new ideas; the ability to ask for help, helping others and learning to accept help; taking responsibility for one's actions; and working toward a shared goal.



Examples and Tips: What follows are a series of examples and tips that can further the ability to teach and learn about this core competency:

- Acknowledge cooperative opportunities when they arise. Be explicit about cooperation as an important and sometimes difficult process.
- Incorporate cooperative learning techniques into your teaching strategies on a regular basis. Have students work in groups with shared responsibility for project outcomes. Utilize cooperative (rather than competitive) games as teaching aids.
- Encourage children to ask for help when they are having a problem in an interaction. Asking for help is not an admission of failure, but it identifies that there is a problem that needs to be solved.
- Ask questions to help children work through cooperative problem solving. Examples include: What is the problem? What have you tried to do to solve the problem already? How do you want me to help?
- Encourage children to look at situations as problems to be solved rather than questions of who is to blame. If the child sees that you do not put value on "fault," then it will not be an issue in the future.
- Suggest possible solutions when the child is stuck but try to give several choices so that he/she feels empowered.
- Evaluate cooperative exercises or experiences by discussing them with the group. What was easy? What was difficult? How can we learn from this?
- Model cooperative behavior through team teaching or other cooperative approaches to instruction.

6) Forming and Maintaining Friendships

(NYS Health Education Skills: Self Management, Relationship Management, Communication.)

Overview: The ability to form and maintain friendships rests on many other social and emotional competencies: being able to listen to ourselves and others; being able to control our impulses; being able to solve problems; and being able to communicate and cooperate. Research has shown that forming and maintaining friendships is essential for children's healthy development and happiness (Guerra, in press; Parker, et. al., 1995). Friendships provide a needed sense of belonging for children and adults alike. Friends offer security and support and are important in times of difficulty. Without healthy friends, individuals can develop negative, anti-social behaviors. Researchers have re-affirmed the importance of a stable peer group in early adolescence (ages 12 to 14) (Allen, Weissberg, & Hawkins, 1989). To what extent this group is primarily prosocial or antisocial affects the probability of aggressive and violent behavior. Positive, supportive friendships permit children to deal effectively with risky and negative life situations.

A key factor in helping children build friendships is understanding why the child likes or dislikes interacting and playing with another child. What do the children like to do together? Who is the leader and who is the follower? Do they prefer one-on-one interactions or enjoy group play more often?

Learning to be a friend is one of the most important capacities we can develop. We need to help children value good friendships and develop the skills and understandings that provide the platform for healthy, supportive and caring relationships. Being a friend is fun, however, as children move into the elementary school years, being a friend also takes time and energy.

Examples and Tips: What follows are a series of examples and tips that can further our ability to teach and learn about this core competency:

- Learn who the child's friends are.
- Get to know the parents/caregivers of the children's friends.
- Talk about the importance of friendship and the pleasure of getting to know all different kinds of people in the world.
- Provide the child with an opportunity to get to know his or her friend in your home.
- Help the child assess the negative and positive qualities of his or her friendships.
- Encourage open communication about friendship.
- Encourage the child to be an "individual" and not to try to "be like" his or her friends.
- Help the child to learn to say "no" in a friendship while still maintaining the friendship.
- Help the child learn when the friendship is unhealthy and harmful to his or her self-esteem.

7) Recognizing and Appreciating Diversity and Differences

(NYS Health Education Skills: Self Management, Relationship Management, Communication, Advocacy.)

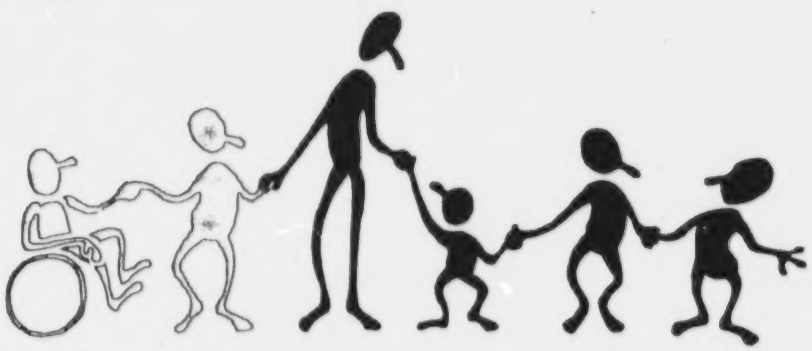
Overview: Younger children are trying to build an understanding of the world around them. Their interest in exploring who they are makes them aware of the differences and similarities in others around them. They may notice gender, age, color or physical differences in people.

Children are often victimized by peers because of their sexual orientation or their confusion about their sexual or gender identity. Lesbian, gay, bisexual and transgendered youth who attend both public and independent schools are often harassed relentlessly and sometimes physically attacked. (Human Rights Watch, 2001)

By learning to acknowledge differences without bias, children help to create an environment where each child can feel comfortable about his or her differences and feel safe taking risks, or being an individual in a group.

Some skills associated with appreciating differences are identifying differences and similarities in a nonjudgmental way; using appropriate language to acknowledge or ask questions about differences; learning to be assertive or to stand up for themselves or others; and building empathy about others' feelings. Differences can lead to conflict. Children need to learn to appreciate human differences as enriching, rather than threatening. The more children understand about prejudice and discrimination, the more they will be able to resist prejudice themselves.

Both children and adults make pre-judgments (prejudice) about others. It is useful to recognize how and when we do this. It is important to learn that if someone is different this does not mean that they are 'bad.' People who are different often evoke anxiety and fear. Teasing and bullying are one way that some children negatively manage this anxiety and fear.



Examples and Tips: What follows are a series of examples and tips that can further our ability to teach and learn about this core competency:

- Acknowledge differences. The more children hear that adults are comfortable with differences and the more you discuss this with respect and ease, the more they will be able to accept differences.
- Recognize that one common reaction to the other person being different is anxiety. Discuss these reactions and help children brainstorm ways to reduce discomfort for all concerned.
- Use culturally diverse teaching materials. Post pictures around the classroom that depict people from diverse backgrounds interacting with each other in positive ways. It is also helpful to post pictures of people with a variety of body types or physical abilities. Avoid posting pictures that foster stereotypes or which dehumanize a group of people.
- Provide students with reading materials that celebrate differences and demonstrate the strengths of diverse cultures.
- Have students develop a history of their community by researching immigrants: who they were, where they came from, where they settled, how their social status changed over time, and how many different groups are represented.
- Create diverse groups: Make a conscious effort to put children from different backgrounds in small groups together. Research has shown that working in small, cooperative groups is an effective way to help young people overcome fears and stereotypes (Johnson & Johnson, 1989).
- Involve families in your curriculum: Celebrate different holidays and traditions in your classroom and have the people from each religion/culture explain the holiday/tradition to the class. Invite parents to come and talk to the class about their culture, the music, art or food of their family heritage.
- Foster inclusion: Take time to celebrate each child as an important member of the group.
- Encourage and model a healthy sense of humor. Make distinctions between laughing at and laughing with people. Demonstrate a sense of humor that is never at someone else's expense. Make it clear that if anyone is crying (or wants to), no one else should be laughing about it.

8) Altruistic capacities:

(NYS Health Education Skills: Self Management, Relationship Management, Communication, Advocacy.)

Overview: The term altruistic capacities refers to people's inclination to be concerned about and helpful towards others.

Like all competencies, altruism and the capacity to act in prosocial ways develop over time. Altruistic behaviors have been observed in children as young as two years of age. As maturation results in new capacities, children's abilities in these areas grow. For example, when verbal skills develop in the early elementary school years, children's ability to understand others, to "connect" and to help others enhances. In early adolescence the development of greater abstract capacities (which enhances our ability put ourselves in "the other persons shoes") dramatically promotes the ability to empathize with others and thereby, be helpful to others.

The capacity and inclination to be helpful towards others is one of the overarching goals for all violence prevention and social emotional/character education efforts. It is important to remember that empathy can be used in helpful (e.g. altruistic) or unhelpful (anti-social) ways. For example, when a child empathizes with someone who has inadvertently hurt his or her feelings, it promotes essential social and emotional capacities like maintaining friendships. But, when children learn to empathize with the ability to manipulate their peers, this undermines friendships and trust. As is the case with all of the core social emotional competencies described here, the capacity to be altruistic is shaped by a constellation of social emotional skills, knowledge and values. For example, to be altruistic, children need to be able to actively listen to others, to empathize, reflect and then be creative social emotional problem solvers. Children need to understand that healthy social relations rest on our helping as well as being helped by others. The belief or value that helping others is a social responsibility supports the development of this core social emotional competency.

Examples and tips: Below are examples and tips to aid our efforts to build altruistic capacities in children.

- Talk about the pleasures of giving and receiving help. To the extent that there is a balance in our lives, both are important and pleasurable facets of life.
- Be a role model. How do you show that you are helpful to others? Talk about this. There is pleasure in helping others. Let children or students discover this pleasure themselves by offering service opportunities.
- Provide opportunities for older children to help younger children. Examples of how this can be structured include mentoring programs, special projects, or peer tutoring.
- Discuss world and local events to identify concrete ways for children to express concern and help others.
- Encourage community service and provide opportunities for children to feel and help be responsible for others and the environment, e.g., community trash cleanup, raking leaves for people who are not able to do it for themselves.
- When a classmate/friend is absent due to illness, provide help by having a classmate call, take projects to the child, or make a visit.
- Discuss bullying and the importance of children standing together to assist the victim, and to help the bully change behaviors.
- Foster altruistic class projects. Examples could include having the class do any of the following: raise money for and correspond regularly with a sister school in a developing nation, collect money through a bake sale or car wash for victims of a natural disaster, provide medical supplies to a town in a war torn country or volunteer as a group at a local community agency, spend a day working in a community garden, or purchase and wrap toys for children in a group home for the winter holidays.
- Make volunteering fun. Be creative in designing group projects. Ask parents to bring in snacks, include music and a relaxed atmosphere.
- Discuss ways to orient new children and teachers to the school/neighborhood. Consider how helping others who are new to become comfortable in the school group/community can improve the levels of tolerance and acceptance of differences, thus introducing broader issues relating to prejudice and diversity.
- Introduce a regular time for reflection on these matters in the classroom and at home. Utilize the steps in service learning to ensure that the service experience changes both the provider and the recipient of the service activity.

2 Creating a Safe, Caring and Responsive Environment At Home and in School

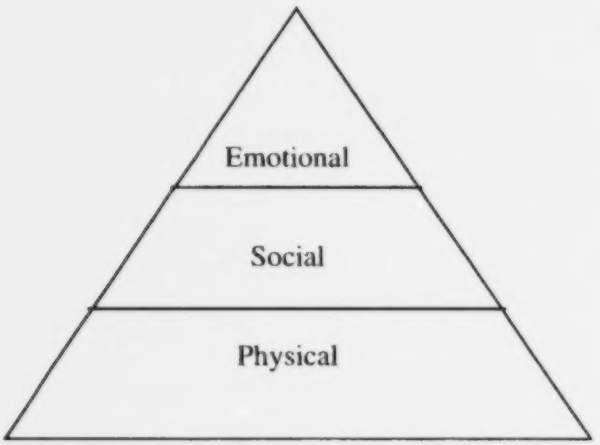
Overview: The focus of this section is the creation of safe, caring, and responsive schools, homes, and communities. While Section I focused on the development of self-awareness and interpersonal and intrapersonal skills, these factors are not independent of, nor can they be separated from how the child relates to his or her environment. The purpose of this section is to help both parents and educators create positive environments for all children in order to allow them to become confident and independent individuals and learners.

Beyond the teaching and learning of core social emotional skills, knowledge and beliefs, we must help children feel connected to their environment. Safe schools and homes should support caring environments for children and adults. Establishing these healthy relationships reduces the causes of interpersonal conflicts and allows children to gain a sense of belonging and attachment to both their environment and to their peers. These feelings are an essential element in keeping children engaged in the educational process as well as fostering sensitivity to the needs of others. In addition, establishing meaningful relationships between children and adults increases the likelihood that students will feel comfortable sharing their safety concerns with caring adults.

> *Commitment to school...has been found to buffer the risk of youth violence. Young people who are committed to school have embraced the goals and values of an influential social institution. Such young people are unlikely to engage in violence, both because it is incompatible with their orientation and because it would jeopardize their achievement in school and their standing with adults.*
> [Youth Violence: A Report of the Surgeon General (2001)]

This research points to the fact that children who are actively engaged in school are significantly less likely to engage in violent behavior (Elliott, Williams, & 1998; Melaville, 1999). Students who feel connected to and cared about at school are less likely to use substances or initiate sexual activity at an early age on the one hand and report higher levels of emotional well-being on the other hand (Resnick, et. al., 1997; Eccles, et. al., 1997; Steinberg, 1996).

At a time when children are becoming increasingly independent in the decisions they make and are confused about the world events that surround them, it is essential for adults to work together to create a climate where children feel connected. First and foremost, children need to feel safe. There is a hierarchy of "feeling safe," the most fundamental level of which is physical safety. If they don't feel safe from physical threat or injury, children and adults alike are anxious and unable to attend to social and or emotional concerns, the second and third levels of hierarchical need. Social safety refers to an interpersonal sense of being safe from verbal abuse, teasing and/or threats. Emotional safety refers to an internal sense of being safe.



Hierarchy of Safety

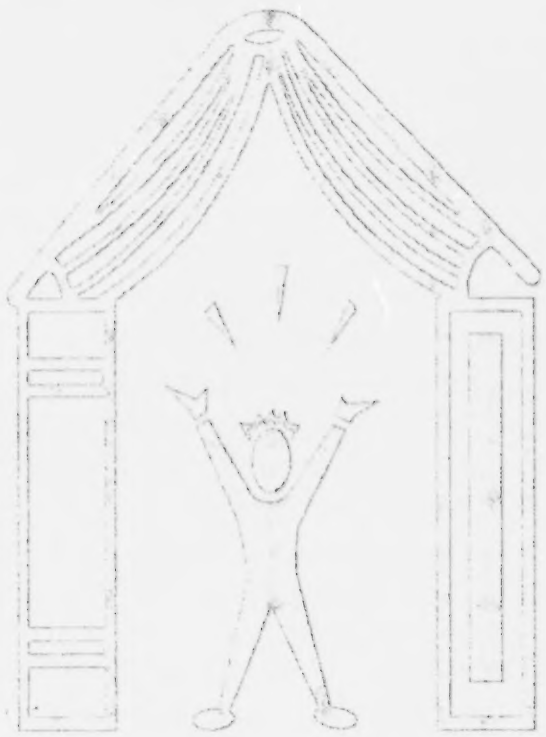
Understandably and appropriately, schools and parents are first and foremost focused on issues related to physical safety. To the extent that physical safety is not present, it will undermine our ability to function, to learn and to teach. Teachers and parents are often attuned to physical safety; however, in order to feel safe and connected to their environment, children need to know that they are free not only from physical harm but also from forms of verbal and social aggression, such as bullying and/or sexual or emotional threats. In recent years, more and more schools have developed anti-bullying programs. These and other programmatic efforts that address physical and social aspects of safety are critical. It is also valuable for educators and parents to consider steps that promote children feeling emotionally safe: more able to take healthy risks, to "not know" and allow themselves to be confused.

The following pages provide reproducible tip sheets for school staff and parents to help create caring school environments.

What Schools Can Do to Create Safe, Caring and Responsive Environments

- Create a school-wide philosophy that fosters positive discipline, academic success, and social and emotional wellness. Hold frequent and ongoing conversations about the beliefs, freedoms, and responsibilities of all members of the school community. Plan activities that focus on community building and the development of a shared vision for what the school can be.
- Create school wide policies with clear and meaningful consequences, consistently applied.
- Provide teachers with professional development opportunities to increase their awareness of social and emotional skills.
- Provide adults and children with opportunities to work collaboratively to develop lists of common values regarding rights and responsibilities within the school and make those lists visible in every room of the school.
- Coordinate health promotion and violence prevention efforts.
- Avoid duplication of efforts.
- Identify at-risk students at the pre-k level and intervene with the 10% - 15% of students at risk for severe academic or behavioral problems through an identification process developed by the building-level student support team.
- Eliminate bullying by actively addressing bullying, victim and bystander behaviors and teaching students to recognize each behavior. (See Section 4.1)
- Promote an environment where differences are appreciated by teaching students to understand issues of diversity.
- Be positive role models for students. Solve problems with colleagues non-violently and respectfully.
- Value social emotional competencies and intelligences as much as the cognitive development of students through the integration of social and emotional learning into the school curriculum.
- Improve awareness and communication so students are knowledgeable about the warning signs of violence and the importance of telling an adult when they see or hear something troubling or scary.
- Teach social acceptance and responsibility and promote empathy in children by creating an environment where differences are appreciated.

- Help students feel safe expressing their feelings and build an emotional or "feelings" vocabulary in the classroom and throughout the school.
- Encourage parental involvement in all school activities.
- Integrate interpersonal violence prevention into all subject areas and levels.
- Encourage community service and service learning.
- Promote and conduct parent workshops on bullying and emotional abuse.
- Critically evaluate the strengths and limitations of existing violence prevention and health promotion efforts. Use these findings as the springboard for planning.
- Offer extended day programs for children.
- Have in place a system for referring children who are suspected of being abused or neglected.
- Support students in making the transition to adult life and the workplace by providing internships, work shadowing opportunities, and access to the resources necessary to design resumes and cover letters.



What Parents Can Do to Promote Safe, Caring, and Responsive Environments

- Initiate or participate in community or school violence prevention discussions and workgroups. Begin by engaging in a conversation about issues of concern related to student safety and well being at school and in the community.
- Encourage involvement in violence prevention and social and emotional education programs initiated by schools and/or communities.
- Attend workshops, discussion groups, and other events related to the establishment of a safe and caring environment.
- Practice and model non-bullying behavior both at home and in school.
- Encourage community service and service learning. Give children ideas about how they can give back to their schools and their communities through volunteerism.
- Participate in community service with your children – UNICEF, community gardens, adopt a street, etc.
- Point out examples of helping behaviors when you see them.
- Use feelings language in your home. For example, "I feel frustrated when you don't do the dishes" or "I feel appreciated when you say thank you."
- Read books about people who have made a difference in their communities.
- Read books from a variety of cultures and backgrounds to introduce your children to the idea that diversity enriches us.
- Interact in your community with people from diverse ethnicities and cultures.
- Practice using humor that does not target an individual or group. Avoid stereotypes – discuss them with your children when they do come up.
- Encourage communities to offer extended day programs for children.
- Support students in making the transition to adult life and the workplace.

BEST COPY AVAILABLE

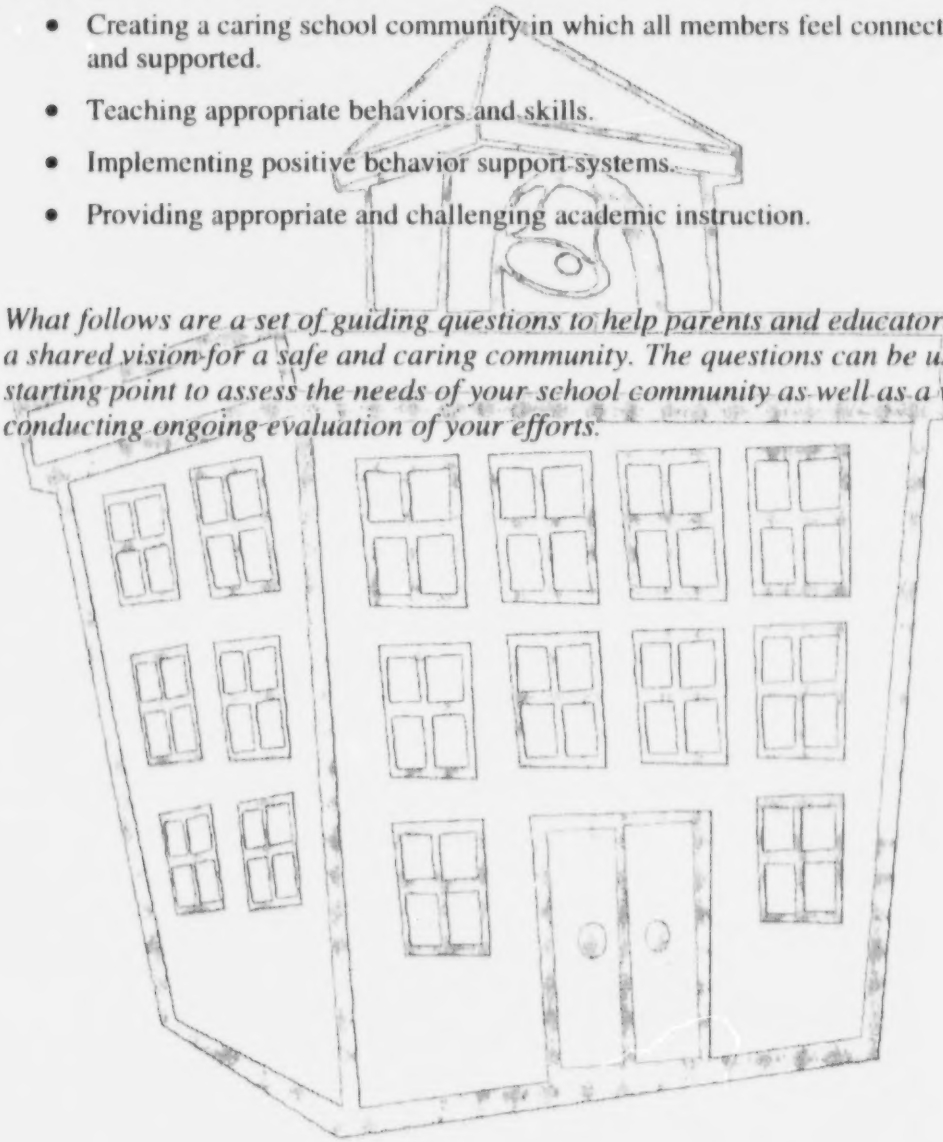
Key Components of a Comprehensive School-wide Plan

Within the school itself, there are four key components that are characteristic of a comprehensive, effective school-wide plan to create a safer, more caring, and responsive climate and, in turn, to prevent school violence.

The following is a list developed by the U.S. Department of Education and the U.S. Department of Justice (1998)

- Creating a caring school community in which all members feel connected, safe, and supported.
- Teaching appropriate behaviors and skills.
- Implementing positive behavior support systems.
- Providing appropriate and challenging academic instruction.

What follows are a set of guiding questions to help parents and educators develop a shared vision for a safe and caring community. The questions can be used as a starting point to assess the needs of your school community as well as a way of conducting ongoing evaluation of your efforts.



BEST COPY AVAILABLE

Guiding Questions: Creating a caring community in which all members feel connected, safe, and supported.

- ☐ Do adults consistently model respectful behavior and effective skills? Is there an underlying tone of respect in every human interaction?
- ☐ Do children feel that teachers know them as individuals? Do teachers and staff members know the names of most if not all students?
- ☐ Are children and adults respectful of areas of difference as well as similarity? Is there an acceptance and celebration of diversity?
- ☐ Do children feel comfortable enough with adults that they are willing to articulate their safety concerns with them?
- ☐ If the school is a large one, is it broken down into smaller, more personal learning communities?
- ☐ Are there explicitly communicated guidelines, policies and programs to prevent harassment, bullying, and interpersonal conflicts? Is this information communicated in writing? Are these programs integrated into daily conversations?

Teaching appropriate behaviors and skills.

- ☐ Do the school and home promote and consistently reinforce a climate of tolerance and understanding?
- ☐ Are students systematically taught effective communication and skills in school?
- ☐ Is there a common language with common definitions that adults and students are able to use to describe feelings and actions in the face of difficult situations?
- ☐ Is there an articulated social and emotional education curriculum, grades K-12, either as a separate curriculum or through integration into other areas of the curriculum? Has the elementary education curriculum and secondary level health education curriculum been aligned and updated (with accompanying staff professional development) based on the NYS Skills-Based Health Education Scope and Sequence, Skills Matrix and Skill Pedagogy (Appendix B)? Does the curriculum allow students, particularly at early ages, to practice using the skills and to receive feedback from both adults and students? Does the curriculum include a parent component to encourage support for these skills at home?

Implementing positive behavior support systems.

- ☐ Are there explicitly stated expectations for behavior?
- ☐ Is there a plan to communicate expectations for behavior to children?
- ☐ Are the rules simply and concisely stated in a positive manner?
- ☐ Do adults consistently model, reinforce, and enforce the set standards?
- ☐ Are positive measures taken to provide additional support to children who have difficulty meeting disciplinary standards?
- ☐ Are supportive measures taken to support parents, faculty and staff members who have difficulty communicating and maintaining home, classroom and school behavioral standards?

Providing appropriate academic instruction.

- ☐ Do all students have the opportunity to experience academic success?
- ☐ Is cooperative learning and positive social interaction a significant part of the learning process?
- ☐ Do academic tasks consistently match students' instructional levels?
- ☐ Are academic tasks engaging, and do they encourage student reflection?
- ☐ Is instruction provided in an appropriate manner for children's culture, language and developmental ability?

Characteristics of a Safe and Responsive School Environment: Students and Adults Working Together

Research has affirmed that one of the core characteristics of effective school reform is to create collaborative partnerships between the school and families (Catalano, et. al., 2002). It is important for parents and educators to send the message to children that home and school are working together to assure a safe and secure environment. In their 1998 report entitled *Early Warning, Timely Response: A Guide to Safe Schools*, the U.S Departments of Education and Justice outlined the characteristics of a school environment that is safe and responsive to all children, underscoring the need for this collaboration. According to that document, effective prevention, intervention, and crisis response strategies operate best in school communities that:

- Focus on academic achievement.
- Involve families in meaningful ways.
- Develop links to the community.
- Emphasize positive relationships among students and staff.
- Discuss safety issues openly.
- Treat students with equal respect.
- Create ways for students to share their concerns.
- Help children feel safe expressing their feelings.
- Have in place a system for referring children who are suspected of being abused or neglected.
- Offer extended day programs for children.
- Promote good citizenship and character.
- Identify problems and assess progress toward solutions.
- Support students in making the transition to adult life and the workplace.

Strategies that Promote Collaboration Among School, Home and Community

- Hold conversations among parents, educators, students and community members regarding fundamental beliefs to which all can agree about what constitutes a safe, caring, and responsive environment. This effort will help children and adults to establish a common vocabulary. An effective way to begin this dialogue is to assess and understand what currently exists and what each group would like to see in the future. This can be done informally or with a more formal needs assessment or school climate survey.
- Draft a list or statement of consensus regarding the essential rights and freedoms to which each child in your community should be entitled.
- Consider behaviors of both children and adults that interfere with the vision of the climate you hope to maintain at home and at school. As a community, discuss why you feel those behaviors are present and develop strategies to address the behaviors.
- As you frame these conversations, be certain to include all key players in the world of the children: parents, teachers, youth services personnel, clergy, local health care professionals, coaches, recreation workers, and children themselves.
- Once this group has reached consensus, members can then act as key communicators within the larger community, getting the word out and soliciting feedback in refinement of community terminology, definitions, and goals.

Community Activities that Enhance the Environment for Children

- Train all coaches within the community – scholastic and recreational – in positive, anti-bullying coaching techniques.
- Educate all members of the community (children, school personnel and parents) about the bully-victim-by-stander cycle and ways to empower helpful by-stander behavior.
- Organize a network of mental health care professionals to offer services to children in the community identified as at risk.
- Develop neighborhood parent networks for the purpose of establishing support systems for children during the day when many parents may not be at home.
- Develop a community mentoring program to engage middle and high school students in meaningful activities with adult members of the community.
- Encourage children to talk about their feelings at every opportunity. At home, this may take the form of a nightly dinner table conversation; at school, consider daily morning meetings organized around common themes.
- Ask children to review the community belief statements and begin composing similar statements for their homes, classrooms, and their schools. Ask children to give concrete examples that demonstrate the qualities and beliefs they value.
- Encourage students to participate in conversations about basic human needs (i.e., safety, belonging, fun, power, freedom) and to consider what people do to meet those needs. Next, ask students if they can think of times when those activities can interfere with the needs of others.
- Develop an Adopt a Classroom program for middle school students to work with elementary school classes. Initial activities could include a book discussion group focused on issues related to topics such as individual differences.
- Hold focus groups of middle school students and ask them what community issues are on their mind and give them an opportunity to take positive action. For example, if bullying, a common phenomenon with students this age, is an issue, help students develop an Anti Bullying Committee to address the issue.
- At school, develop an advisor-advisee/mentoring program to assure that each child has at least one personal and meaningful connection with an adult.
- With older students, hold student forums and ask teenagers to share the stories of when they have felt most connected and most disconnected from their community.
- Develop a mentor program for older students to work with younger students.
- Empower students to take action on matters of importance to them through community service and/or service learning.

3 Implementing Change in School Climate

The purpose of this section of the guide is to provide a step-by-step process including rationale and concrete strategies to help schools and families implement effective, ongoing, and systemic school change in order to help reduce the potential for school violence. As with all of the material in this guidebook, these recommendations are research based and drawn from a variety of sources, including Elias, et. al. (1997).

Involve All Stakeholders

An effective, systematic, and comprehensive program to teach effective social emotional skills, knowledge and beliefs and to improve school/home climate must involve all members of the child's world to assure that he or she hears the same message with common vocabulary. Thus, the initial consensus building process is critical to any program's success.

- Include students, parents, administrators, school board members, and community members. (see collaboration strategies on page 43.)
- Determine to what degree are they able and willing to engage in the change process.
- Recognize that effective violence prevention is a multi-year process.

Collect/Assess Data Regarding Where You Are: What's Working and What's Not?

Baseline data is crucial to the process, since you will never know where you need to go unless you assess where you are. Ask yourselves the following questions about the current conditions in your school and in your community. You may wish to include a more formal assessment instrument from an outside source to assure that data collection is objective and thorough.

- What are the local needs, goals, and interests?
- What are the mandates affecting the school/district?
- What is the skill level and experience of the staff?
- What are the pre-existing violence prevention efforts? What specific social emotional skills, knowledge and beliefs as well as systematic changes have they

sought to effect? And finally, to what extent have these efforts been successful or not?

Determine What You Believe Fundamentally as an Organization, and Decide What You'd Like to Become

Hold conversations with parents and school personnel. What skills, knowledge, and beliefs do you feel all students should have? The NYS Health Education Standards and Scope and Sequence will be a helpful resource in this process. What would you like to see in the school climate and culture to help develop a safe, caring, and responsive school environment? Be specific with regard to which skills, knowledge and beliefs you want to promote in children as well as which aspects of school climate you want to effect.

- On what can you agree?
- Where are your points of departure?
- How can you reach consensus?
- What is your shared vision for your school(s)?

Do Your Homework: Investigate Research-Based Philosophies and Programs

Read! Read! Read! Talk! Talk! Talk! Hold book discussion groups, form panels, invite guest speakers including area experts. Gather as much information as you can to get a comprehensive sense of currently existing philosophies and programs regarding both social emotional learning and school climate.

- What is the nature of the philosophy and/or program and its compatibility with that of the school?
- Are the materials associated with the program of high quality?
- Is the program developmentally appropriate?
- Does the program respect diversity?

Establish a Plan of Action

While the plan may change over time, it is important to map out a proposed course of action with one individual taking responsibility to act as overseer of the program. The coordinator may be an administrator, a counselor, or a teacher.

- For commitment and coordination over the long term, designate a program coordinator or committee.
- Create short-term and long-term timelines.
- Start small: consider pilot programs.
- Provide comprehensive professional development, supervision, and ongoing support.
- Have a clear planning process for program expansion.
- For the program or approach to have the greatest impact, make sure that it addresses a wide range of skills, knowledge, and beliefs.
- Revisit action plans frequently and revise when necessary.
- Be prepared to allow sufficient time for the program to take hold and grow.
- Model and use the problem solving approach and social skills that you will be teaching to overcome the inevitable obstacles to implementation that will confront you.

Determine Benchmarks/Assessment Measures to Use Along the Way

It is essential at the onset to determine how you will measure the impact of your efforts. In turn, you can use this information as you regroup and develop future action plans.

- Plan for assessment as you establish your plan of action.
- Be certain to collect data from all stakeholders.
- Use data to plan for program development and/or revision and ongoing professional development.

4 Addressing Areas Of Concern

Interpersonal violence is "behavior by persons against persons that threatens, attempts, or completes intentional affliction of physical or psychological harm." (American Psychological Association, 1993) The section that follows examines a variety of specific aspects of youth interpersonal violence, including bullying, harassment, gangs, and suicide.

Bullying and victimization are common and often accepted forms of violence that exist in most schools. There is a range of bully-victim behavior, from lethal violence to relatively subtle, but socially and emotionally toxic forms of abuse, scapegoating and exclusion. Among the more insidious forms of bullying are those associated with matters of sexual identity and sexual harassment. Bullying and harassment may also occur around issues of race and ethnicity.

Often, children, educators and parents alike believe that we can and need to accept these behaviors as a part of growing up. This is not the case, particularly given the fact that bullying often leads to greater and prolonged emotional and physical violence. For example, there is evidence to indicate that bullying and other forms of harassment played a role in recent school shootings. (U.S. Secret Service National Threat Assessment Center 2000). Additionally, victims of bullies have been found to be at increased risk of depression (Olweus, D., 1994) and therefore may also be at increased risk of adolescent suicide.

It is important to note that students who exhibit bullying behaviors appear to need intervention as well – research indicates that bullies have higher arrest rates than their peers. In fact, 35% to 40% of bullies have three or more convictions by their early 20s (Olweus, 1994). In reality, not only does bullying harm its victims, but also negatively affects the overall climate of schools and neighborhoods. Schools also place themselves at risk of litigation if they do not address harassment of students in their care.

The pages that follow provide research based information and interventions on these vital topics for school safety.

Bullying

What is bullying?

Bullying is intentional, repeated hurtful acts, words or other behavior, such as name-calling, threatening and/or shunning committed by one or more children against another. It always involves a power imbalance where the student who is the victim has less physical or social power than the person who is doing the bullying.

What can be done about bullying?

Research shows that school personnel can do a lot to have a positive impact on bullying (Title, 1996). Unfortunately, school personnel often minimize or underestimate the extent of bullying and the harm it can cause. In many cases, bullying is tolerated or ignored (Barone, 1997; Colvin et.al., 1998).

Lack of adult intervention can have deadly consequences. Without intervention, some victims go to extremes to get revenge. In a recent study by the U.S. Secret Service (2000) of 37 school shooting incidents, a *majority* of the shooters had suffered "bullying and harassment that was longstanding and severe".

Furthermore, there is never just a bully. There is always a victim and a by-stander (Twemlow, et.al, 2001). While it seems obvious that a bully requires a victim, there is extensive evidence that bullies also require an audience (O'Connell, et.al, 1999), and that the bystander is key to effective interventions. (Salmivalli, 1999).

When designing a bullying prevention/intervention program for your school it is important to address the problem in a comprehensive manner, working with students who exhibit bullying behavior, students who are victims of that behavior and those who stand in the halls and watch. A comprehensive approach also requires that you work effectively with parents.

On the following pages are a series of tips for educators and parents. Additionally, in the resource section you will find a variety of resources about effective and promising programs to bully proof your schools.

How Educators Can Effectively Intervene In Cases of Bullying:

Before we talk about what educators can do to help, it is important to take a look at those practices that do not work. This is particularly important in the area of bullying, because we as adults need to unlearn many types of behavior that are proven to be ineffective, or even to increase the incidence of bullying.

Typical Adult Responses Which are Not Likely to Help:

- ***Telling children to work it out for themselves*** -
  Although our first instincts as adults may be to let children work out their own problems, this is not the answer to bullying. Especially in the cases where a child has asked for help with a bullying problem, adults must step in to change the power dynamic.

- ***Telling the victim of bullying behavior to stand up for him/herself***
  This may be the most common myth. Especially in cases of severe bullying, this tactic can be very dangerous. Bullies are often excited by a victim's attempt to fight back, and consequently if the victim is not successful this tactic may result in increased rather than decreased incidents.

- ***Mediation programs, conflict resolution and violence prevention programs***
  Mediation programs and conflict resolution/violence prevention programs are not effective in stopping bullying. Because there is a power differential in two parties, mediation is not appropriate, and bullies sometimes undermine such programs on a school-wide level through manipulation.

- ***Lecturing the bully***
  Lecturing a bully by appealing to their sense of fairness or empathy doesn't work because such children typically have a low sense of empathy. Furthermore, telling the child that others will not like him or her if the aggressive behavior continues is simply untrue. Bullies typically have a circle of friends who support their behavior, and a wider circle of peers who are afraid of becoming the next victim.

- ***Labeling the bully or the victim***
  Labeling the behavior as bullying is fine, but labeling the person is not. A child who is labeled as a bully or victim will incorporate the label into his or her sense of self and will have more difficulty changing the behavior or moving on.

- ***Appealing to a bully's sense of empathy or fairness***

Bullies tend to have a low sense of empathy and will most likely argue that the victim deserved the treatment he or she received. The bully may even argue that he or she is helping the victim learn how to be stronger.

- ***Appealing to the bully's parent for help***
  Bullying behaviors in children has been correlated to bullying behaviors in parenting. Consequently, the parents may not agree that there is anything wrong with their child's actions, and may in fact claim that their child is the victim. Involving parents can and should be part of an intervention. The handout on page 51 of this manual is available for distribution to all parents in a classroom to help with your efforts to promote awareness and prevent bullying at your school.

Here are interventions that have been shown to be effective with bullying:

- ***Education campaigns on bullying for students, teachers and parents***
  An anti-bullying information campaign is an effective starting point in the development of a school-wide anti-bullying program. Teachers, staff, students and parents need to understand what is meant by bullying, the dangers of allowing such behaviors to continue and the consequences to both the bully and the victim. This manual includes a sample handout that can be used in working with parents.

- ***Development of school-wide, no-bullying policies***
  Behavioral standards and clear consequences should be developed and enforced throughout the school. The policy should be developed with parents and students and posted throughout the school. The policy should prohibit purposeful humiliation as well as physical abuse of students.

- ***Teaching effective bystander behaviors***
  Create opportunities for bystanders to discuss their feelings. Train students in mediation skills and teach them to get involved in stopping bullying as a group instead of as individuals. Students should be encouraged and rewarded for providing support and encouragement to victims either publicly or privately. Teachers should model appropriate intervention techniques.

- ***Creation of anonymous procedures for reporting bullying incidents***

Students may be reluctant to report bullying incidents. They may believe that the bullying will increase, or if they are bystanders, they may fear becoming the next target. Because most bullying behavior is done when adults are not present, an anonymous procedure for reporting incidents is an integral part of combating bullying behaviors in your school.

- ***Adult intervention***

  It is important to intervene when you witness bullying incidents, even when they appear to be minor. Furthermore, if the incidents are reported, they must be addressed by an adult, or the reporting system will quickly become mistrusted and unused. Effective interventions may include providing alternative solutions that allow children to "save face", restating the classroom rules and enforcing consequences, or making appropriate referrals for mental health services.

- ***Family based approaches***

  Bullies typically have a family structure that is loose, provides little supervision and is characterized by a lack of emotional warmth. Schools can provide a variety of educational and counseling programs for families of bullies and victims.

- ***Group and individual psychotherapy***

  Reverse role playing, behavioral contracting, self-monitoring, and incentives are examples of techniques that have worked with bullies. Assertiveness training and social skills training can help with victims. Bullies may need one-on-one counseling to increase their empathy. Counseling to find safe strategies for dealing with bullies may assist children who have been victims.

The following page is provided as a reproducible handout for parents.

What Can Parents Do to Stop Bullying in Our School?

Bullying is a problem that can only be solved with your help. Whether your child sometimes behaves like a bully, sometimes gets picked on by bullies, or has seen bullying go on in school, we need your help. Please read the tips and hints below and think about how you might do things at home to help make our school a safer place for all children.

If you suspect your child may be a victim

Do

☺Listen to your child. Take the time to hear what she has to say before giving advice.
☺Encourage your child to talk to his teacher. His teacher wants to help.
☺Provide suggestions on how to stay safe. Tell your child to avoid getting caught alone, to ask for help if in danger and to be willing to hand over possessions if necessary. She can report the theft later, safety should always come first.
☺Help your child develop friendships. Research shows that children who have few friends are more likely to be targeted by bullies.

Don't

☹Tell your child to stand up to the bully. It may only put him or her in more danger.
☹Tell your child to keep it to themselves, or not to cry. Children need to have safe outlets for their emotions, especially when they are hurting.
☹ Ignore the problem. It won't go away by itself.

"My mother says you should go lay an egg"

If you suspect your child may be a bully

Do

☺Tell your child that bullying is wrong
☺Talk to your child's teacher about the problem. Remember, you are both on the same side – for a safe school for all children.
☺Show kindness at home. Be kind to animals, use kind words at home like "I'm sorry," "Thank you," "I forgive you," and "I love you."

Don't

☹Punish your child harshly or physically. If you need ideas for respectful, non-physical discipline, call your child's teacher or counselor.
☹Tell yourself "boys will be boys" or "that's the way girls are." Bullying is dangerous for victims and bullies as well.

If your child is neither a victim nor a bully, they are still an important part of the solution to this problem. The most effective way to end bullying behaviors is for bystanders to refuse to stand idly by. Talk to your child about bullying and what he or she can do to make a difference, such as becoming a friend to someone who has few or is new.

Hate and Harassment

What are hate crimes?

The definition of hate crimes will vary depending upon local laws. Generally, hate crimes are based on the victim's race, national origin, ethnicity, sex/gender, religion, sexual orientation or disability. Hate crimes send a message – you are not welcome here. That message can never be tolerated in a school. Although hate and harassment in schools can target anyone who is different, according to the American Psychological Association (1998) the largest determinant of hate crimes is racial bias, with African Americans at greatest risk. In 1996, 4,831 out of the 7,947 such crimes reported to the FBI, or 60%, were promulgated because of race, with close to two-thirds (62%) targeting African Americans.

What can be done about hate and harassment?

According to the U.S. Department of Education (1999), *"Research indicates that creating a supportive school climate is the most important step in preventing* ***harassment****. A school can have policies and procedures, but these alone will not prevent harassment. This is the kind of good preventive work the field needs to help ensure that schools provide a safe and welcome environment for all students"*

In that same document, The U.S. Department of Education has outlined a comprehensive model for dealing with hate and harassment in schools. The approach includes the following components:

- Develop written policies that prohibit unlawful harassment
- Identify and respond to all incidents of harassment and violence
- Provide formal complaint procedures
- Create a school climate that supports racial, cultural, and other forms of diversity
- Work with law enforcement agencies to address and prevent hate crimes and civil rights violations

How Educators Can Effectively Intervene in Hate and Harassment Cases

Many of the sections in this guide will be of help in addressing hate and harassment issues in your school. In particular, the section on recognizing and appreciating diversity and differences provides educators with a number of strategies for creating a classroom that is free of hate. The following overview, excerpted from the Southern Poverty Law Center, (1999) provides specific steps to take when hate and harassment rears its ugly head in your school or community. The full guide is available online at www.tolerance.org

- **Act** – Do something. In the face of hatred or a hate crime, apathy will be interpreted as acceptance - by the haters, the public and, worse, the victim. Decency must be exercised, too. If it isn't, hate invariably persists.

- **Unite** - Call a friend or co-worker. Organize a group of allies from churches, schools, labor unions and other civic sources. Create a diverse coalition. Gather ideas from everyone and delegate the work.

- **Support the Victims** - Let them know you care. Set up a neighborhood watch. Help them through the judicial system. Hate victims are especially vulnerable, fearful and alone. If you're a victim, report every incident and ask for help.

- **Do Your Homework** - Determine if a hate group is involved and research its symbols and agenda. Seek advice from anti-hate organizations. Accurate information can then be spread from pulpits, forums and news stories.

- **Create an Alternative** - Do not attend a hate rally. Find another outlet for anger and frustration and people's desire to do something. Find a news hook, like a "hate-free zone." Involve children. Call the media.

- **Speak Up** - You, too, have a First Amendment right. Hate must be exposed and denounced. Buy an ad. Help news organizations achieve balance and depth. Do not debate hate mongers in conflict-driven shows.

- **Lobby Leaders** - Persuade politicians, police and business leaders to take a stand against hate. Early action creates a positive reputation for their community.

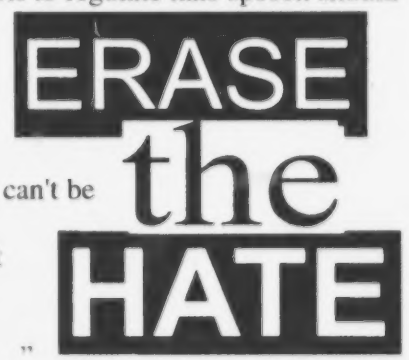
- **Look Long-Range** - Create a "bias response" team. Hold annual events, such as a parade or culture fair to celebrate your community's diversity and harmony. Build something the community needs. Get kids involved. Create a Web site.

- **Teach Tolerance** - Bias is learned early, and schools are one place where children of different cultures can be influenced. Sponsor an "I have a dream" contest. Target youths who may be tempted by hate groups.

- **Dig Deeper** - Look into issues that divide us - economic depression, immigration, affirmative action, sexual orientation. Work against discrimination in housing, employment and education. Create a human relations network. Create forums for open, honest discussion and nonviolent resolution. Strive to create a tolerant community.

A word or two about the first amendment:

Creating a climate that supports racial, cultural and other forms of diversity is very different from creating a climate of censorship. Efforts to regulate hate speech should be consciously evaluated to ensure that they do not limit students' first amendment rights. The ACLU points out in a briefing paper published online that "speech codes, by simply deterring students from saying out loud what they will continue to think in private, merely drive biases underground where they can't be addressed." They further point out that hate speech stops being just speech and becomes conduct when it targets a particular individual, and when it forms a pattern of behavior that interferes with a student's ability to exercise his or her right to participate fully…"



The full text of the ACLU Briefing Paper Number 16 Hate Speech on Campus can be accessed at: http://www.aclu.org/library/pbp16.html

How Parents Can Help Prevent Hate and Harassment:

Your children learn from you about beliefs and attitudes. Here are some things you can do to raise children who accept diversity.

Talk about differences – it is not enough to say that everyone is the same underneath. People are different in noticeable ways and those differences don't have to divide us, they can make us stronger.

Identify hate when you or your children see it – whether in the media or at Uncle Joe's home, point out instances of intolerance to your children and discuss your beliefs with them.

Challenge intolerance when it comes from your children – don't let prejudicial statements go unchallenged. Let your children know that you have no tolerance for intolerance.

Support your children when they are victims of harassment – if others target your child because of race, gender, nationality, or other differences, help him or her to respond appropriately. Talk to your child about how he or she would like to deal with the situation, talk to the school if that is where the incident occurred, and always, let your child know you are on his or her side.

Create opportunities for children to experience different cultures – the art in your home, the places you go on vacation, the people you choose to do business with can all be opportunities for diversity.

Model the behavior you would like to see – examine yourself for any hidden prejudices and don't pass them on to your children.

Sexual Harassment

What is Sexual Harassment?

The U.S. Equal Employment Opportunity Commission (2002) defines sexual harassment as follows:

> Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

This definition can be readily applied to school settings. It is important to note that the victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.

How prevalent is sexual harassment in schools?

A recent report shows that four of five students report that they have experienced some type of sexual harassment in school, despite a greater awareness of school policies dealing with the issue. The American Association of University Women (2001), who commissioned a follow-up to a similar report conducted in 1993, has also made recommendations for educators, parents and students to help end sexual harassment. These recommendations are reproduced on the following pages. Again it is important to first examine commonly held misperception and ineffective strategies.

Here are some things we know are NOT true:

- ***Awareness alone will solve the problem***
  Although the follow up report shows that awareness of sexual harassment has increased significantly, incidents have not decreased at all.
- ***Sexual harassment only affects girls***
  Research shows 83% of girls and 79% of boys report experiencing harassment.
- ***Sexual harassment is something that is rare***
  For many students sexual harassment is an ongoing experience: over 1 in 4 students experience it "often."
- ***Sexual harassment is just having fun***
  If someone feels harassed, frightened, demeaned, humiliated, angry or violated, they are not having fun. If everyone isn't having fun, it isn't fun.

- ***There is confusion about the definition of sexual harassment***
  Nearly all students (96%) say they know what harassment is, and boys' and girls' definitions do not differ substantially.
- ***It is hard for adults to intervene in sexual harassment because they don't see it***
  In fact, students report that most harassment occurs under teachers' noses in the classroom (61% for physical harassment and 56% for non-physical) and in the halls (71% for physical harassment and 64% for nonphysical).
- ***Sexual harassment begins in middle and high school***
  Over one-third (35%) of students who have been harassed report that they first experienced it in elementary school.
- ***Sexual harassment doesn't happen in "my school."***
  These numbers do not differ by whether the school is urban or suburban or rural.

And some things we know do not work:

- ***Ignoring the problem***
  Harassing behavior is unlikely to go away if ignored. Educators have a legal responsibility to address sexual harassment, and can be held accountable if they do not do so.
- ***Blaming the victim***
  Implying that the victim invited sexual harassment compounds the problem for the student who is experiencing harassment.

What School Administrators and School Boards Can Do to Stop Sexual Harassment

- Create a clear and accessible sexual harassment policy.
  - Make sure your school's sexual harassment policy is written in clear, easy-to-understand language.
  - Post the policy in an accessible place in the school and print it in your student handbook.
  - Include sexual harassment in your school's discipline policy.
  - Include provisions for protecting students from harassment that occurs within current, past, or perceived dating relationships.
  - Translate the policy into the languages that are spoken in your students' homes. Make sure every student and family has a copy of the policy in a format they can understand.
  - Create student-friendly versions of the policy that are clever and eye-catching (such as cartoons or comic strips) and that illustrate what sexual harassment is and explain how the school handles complaints.
  - Clarify that retaliation as well as the underlying sexual harassment are strictly forbidden.
- Have conversations, trainings, and workshops about the policy in assemblies, staff meetings, and classrooms. Plan various venues to discuss the policy and the punishment for harassment in your school.
- Plan periodic in-service sessions on the policy. Include discussions to help teachers and staff members fully understand the policy as well as what to do once harassment has been reported. Repeat staff training; avoid the one-shot approach!
- Make clear to all staff members and school personnel that they have an obligation to report to the appropriate person any harassment they witness or learn about.
- Bring in national experts to train staff on the issue of sexual harassment and how to recognize it, respond to it, and prevent it. Send groups of staff members to training sessions on the subject.
- Designate staff members (teachers, guidance counselors, etc.) with in-depth knowledge of sexual harassment and the school's grievance procedures as the "go-to" people on harassment and Title IX (the federal law prohibiting sex discrimination in education). Make sure all students and teachers know who these people are. Provide the designated staff with training on recognizing and responding to sexual harassment. Designate at least two people per building—one male and one female. One person per building or district is not enough!
- Train staff to work with victims of harassment as well as harassers and bystanders; remediation is necessary for students and bystanders. Remember that all training

Reprinted with permission from Harassment-Free Hallways: How to Stop Sexual Harassment in Schools. American Association of American Association of University Women

should impress upon staff the school's policy on retaliation and the fact that retaliation will be treated as seriously as the harassment itself.

- Encourage students to form organizations focused on preventing sexual harassment and other related issues. Consider recruiting a staff member to start such a group and then aggressively encourage students to become involved.
- Provide training to student leaders on how to educate their peers about sexual harassment. Trainings should outline the school's harassment policy, the process for filing a formal complaint, and strategies to deal with the outcomes. As you would with any similar training, offer regular and ongoing sessions.
- Make it clear to students, teachers, and staff that harassment and retaliation against those who report harassment will not be tolerated.
- Educate parents about sexual harassment through meetings and workshops that explain your anti-harassment policy and enlist their support and listen to their ideas. Give parents strategies for gender-fair parenting.
- Partner with community agencies that provide counseling and support for victims of sexual harassment in all its forms, including domestic violence and dating violence.

Reprinted with permission from Harassment-Free Hallways: How to Stop Sexual Harassment in Schools. American Association of American Association of University Women

What Teachers, Counselors and School Staff Can Do to Stop Sexual Harassment

- Borrow or create your own sexual harassment curriculum. Integrate it into a civil rights, diversity, tolerance, or other unit, providing opportunities for students to discuss their ideas and feelings.
- Use case studies to help students better understand sexual harassment. Divide students into groups, each taking a particular aspect of the case to discuss and present to the rest of class. Follow up with group discussions designed to think through the perspectives of all those involved—victims, perpetrators, and bystanders.
- Show a video addressing sexual harassment (such as *Flirting or Hurting*), following up with a classroom discussion.
- Compile a list of resources for students who may be experiencing harassment. Include articles, websites, and hotlines. Make the list and resources accessible in your classroom and office.
- Encourage students to form or join school leadership groups that work to educate others about and prevent sexual harassment.
- Support and validate students' feelings about their sexuality. Make yourself approachable or, if you are not comfortable doing so, refer students to someone who is. Educate yourself on sexuality and homophobia by reading or talking to peers who understand these issues and can communicate with young people about them.
- Assure students that you will guarantee their confidentiality to the extent that you are able to do so and that they will never be penalized for reporting sexual harassment. Create a trustworthy environment within your classroom, your office, the locker room, the hallways, and other school places. Students need to know that there are people they can confide in about these issues.
- Discuss sexual harassment in the workplace and the fact that the perpetrator could be fired or sued. If you have a school-to-work curriculum, include a discussion on sexual harassment. Stress that sexual harassment is no more acceptable in school than it is in the workplace.
- Discuss sexual harassment and sexual violence that occur in current, past, or perceived dating relationships, stressing the fact that a great deal of sexual harassment is perpetrated by someone with whom a victim may be or has previously been involved.
- Model appropriate behavior with your students by avoiding sexual references, innuendoes, and jokes.
- Report any sexual harassment that you witness, directly or indirectly, to the appropriate complaint manager. Do not allow yourself to be a passive bystander.

Reprinted with permission from Harassment-Free Hallways: How to Stop Sexual Harassment in Schools. American Association of American Association of University Women

What Parents Can Do To Stop Sexual Harassment

- Encourage your children to discuss school life with you, including grades, sports, extracurricular activities, and friends. Let your children know you are interested and available to talk, no matter what the topic.
- Encourage your children to speak up for themselves. Promoting self-confidence in children is the first step to prevent their becoming victims of harassment or abuse.
- Model appropriate behavior. For example, refuse to laugh at sexist comments or jokes. Use language that is inclusive of both genders and avoids stereotyping individuals based on gender, sexual orientation, race, ethnicity, or other characteristics.
- Suggest that your children participate in leadership training opportunities at school or elsewhere. This will help your child gain the confidence needed to ward off abuse and harassment.
- Raise your children's awareness of other people's feelings. Fostering a sense of respect, empathy, and compassion will help prevent your child from hurting others.
- Talk to your children about healthy dating relationships and the fact that a great deal of sexual harassment occurs within current, past, or perceived dating relationships.
- Request a copy of your school's sexual harassment policy. Keep it on hand as a reference. If any part is unclear to you, make an appointment with an administrator or Title IX coordinator and clarify any concerns you may have.
- Find time to sit down with your children to discuss the policy. Let your kids know you are aware that sexual harassment in schools is a big problem and that you are available to talk about it.
- Ask your school to put sexual harassment on the agenda for parent-teacher organizations or parent discussion topic lists. If you are qualified, offer to lead a discussion group or series of talks on sexual harassment for the parent community.
- Create and distribute materials for discussions that parents can have with their children on issues such as sex education, gender equity, and sexism.
- If you are concerned that your school does not have a sexual harassment policy or has a policy that is confusing or inaccessible, tell your school administrator or school board representative. Remember that these are your children, and it is your right and responsibility to make sure they are protected from violence and harassment at school.

Reprinted with permission from Harassment-Free Hallways: How to Stop Sexual Harassment in Schools. American Association of American Association of University Women

What Students Can Do to End Sexual Harassment

- If someone harasses you, tell that person to stop. Say you do not like what they are doing to you. If you are too uncomfortable confronting the people directly, do it in writing.

Tell the person to stop

- If you are harassed, tell a grown-up—a parent, a teacher you trust, or someone in your school who has been designated to handle issues of sexual harassment. Be persistent. If the first school official doesn't respond, go to someone else until you are taken seriously. Whether a fellow student or an adult is harassing you, the school is required by law to listen to your claim and take action.

Report it!

- Remind yourself that sexual harassment is wrong, is illegal, and should stop. Don't tell yourself (or believe it if anyone else tells you) it's your fault. Don't ignore what is happening to you and just hope it will stop.
- Remember that someone you date, someone you used to date, or someone who wants to get involved with you can harass you. If you feel scared, uncomfortable, or threatened by the way someone is "flirting" with or treating you, tell a trusted friend or adult and get help.

Report it again!

- Keep a journal of your experiences with sexual harassment. This will help you if you ever need to remember particular details. Writing your feelings also might make you feel better. If the person harassing you or that person's friends send you any notes or e-mails, keep them. Your records might later help substantiate the harassment.
- Step in and interrupt any harassment you observe and tell an adult you trust. Don't be a bystander.
- Ask to see your school's sexual harassment policy. Read it and see what it tells you to do if you experience or witness sexual harassment. The policy might also help you understand what behaviors are considered harassment.
- Identify the sexual harassment or Title IX officer for your school or district and ask that person questions you may have about your legal rights. (Title IX is the law that prohibits sex discrimination in education.) If you have tried talking to the appropriate people and nothing has been done, you might consider seeking help from someone outside the school such as the U.S. Department of Education's Office for Civil Rights. As a last resort, pursue other avenues such as filing a lawsuit against the school in either state or federal court.
- Meet or get involved with a leadership or other student group that works on sexual harassment issues. The more you know about preventing harassment, the better off you'll be if it ever happens to you. If no such student group exists, organize your peers to address this issue. Many resources can help you begin a club or student group focusing on harassment and other related issues such as body image and dating violence.

Reprinted with permission from Harassment-Free Hallways: How to Stop Sexual Harassment in Schools. American Association of American Association of University Women

Gender Issues

What do we know about Lesbian Gay, Bisexual, Transgendered and Questioning (LGBTQ) youth?

According to Parents, Families & Friends of Lesbians & Gays (PFLAG) we know that these youth are not safe in school. PFLAG reports:

- In a study of students in public high schools, **97% report regularly hearing homophobic remarks** from their peers. *Source: Making Schools Safe for Gay and Lesbian Youth: Report of the Massachusetts Governor's Commission on Gay and Lesbian Youth, 1993.*
- The typical high school student hears **anti-gay slurs 25.5 times a day**. *Source: Carter, Kelley, "Gay Slurs Abound," in The Des Moines Register, March 7, 1997*
- In a 14-city study of gay, lesbian and bisexual youth, **80% reported verbal abuse**, 44% reported threats of attack, 33% reported having objects thrown at them and 30% reported being chased or followed. *Source: A. R. D'Augelli and S. L. Hershberger, Lesbian, gay and bisexual youth in community settings: Personal challenges and mental health problems, American Journal of Community Psychology 21:421, 1993.*
- In a study of 4,159 Massachusetts high school students, **31.2% identifying as gay, lesbian or bisexual were threatened/injured with a weapon at school** in the past year compared to 6.9% of their peers. *Source: Massachusetts Youth Risk Behavior Survey (MYRBS), Massachusetts Department of Education, 1997.*
- In 73 schools in Washington State, **111 incidents of anti-gay harassment and violence have been reported in the past 5 years**, with about 1/3 of these incidents serious enough to warrant possible criminal allegations. *Source: Understanding Anti-Gay Harassment and Violence in Schools: A Report On the Five Year Anti-Violence Research Project Of the Safe Schools Coalition of Washington State, 1999.*
- In Seattle, **34% of students identifying as gay, lesbian or bisexual reported being the target of anti-gay harassment or violence at school** or on the way to or from school, compared to 6% of heterosexual students. *Source: The 1995 Seattle Teen Health Risk Survey. Over 8,400 Seattle high school students completed the survey.*
- In Michigan, **28% of school personnel surveyed determined their school environment emotionally unsafe for sexual minority youth**. *Source: 1997 survey of 300 superintendents, school counselors and psychologists in public and private schools in five Michigan counties, conducted by the Gay, Lesbian Straight Teacher's Network.*
- In a national survey, youth described being called lesbian or gay as the **most deeply upsetting** form of sexual harassment they experienced. *Source: American Association of University Women, 1993. A total of 1,632 field surveys were completed by public school students, grades 8-11, in 79 schools across the U.S.*

We also know LGBTQ youth are at risk

- Studies on youth suicide consistently find that lesbian and gay youth are **2 - 6 times more likely to attempt suicide** than other youth and may account for 30% of all completed suicides among teens. *Source: Report of the Secretary's Task Force on Youth Suicide, U.S. Department of Health and Human Services, 1989.* (see also section on suicide)
- Service providers estimate that **gay, lesbian and bisexual youth make up 20-40% of homeless youth** in urban areas. *Source: The National Network of Runaway and Youth Services. To Whom Do They Belong? Runaway, Homeless and Other Youth in High-Risk Situations in the 1990's. Washington, D.C. The National Network, 1991.*
- In a study of 4,159 Massachusetts high school students, **46% who identify as gay, lesbian or bisexual had attempted suicide in the past year** compared to 8.8% of their peers, and 23.5% required medical attention as a result of a suicide attempt compared to 3.3% of their peers. The same study found 18.4% of the gay, lesbian and bisexual students had been in a physical fight resulting in treatment by a doctor or nurse compared to 4% of their peers, and **22.2% skipped school in the past month because they felt unsafe en route to or at school**, compared to 4.2% of their peers. *Source: Massachusetts Youth Risk Behavior Survey (MYRBS), Massachusetts Department of Education, 1997.*

What Can Educators Do About Harassment Of Lesbian, Gay, Bisexual, Transgendered and Questioning Youth?

According to a recent report on LGBTQ harassment, (Human Rights Watch, 2001) in virtually every case where lesbian, gay, bisexual, and transgender youth reported positive school experience, they attributed that fact to the presence of supportive teachers. Sadly, the majority of testimony in the report indicates that educators compound the problem by either ignoring it or actually participating in harassing behaviors.

PFLAG has offered the following suggestions for professionals who work with LGBTQ youth.

- Don't be surprised when a young person "comes out" to you.
- Respect confidentiality.
- Be supportive.
- Be informed & examine your own prejudices.
- Know when and where to seek help.
- Anticipate some confusion.
- Maintain a balanced perspective.
- Help, but do not force.
- Understand the meaning of sexual orientation.
- Deal with feelings first.
- Don't try to guess who's LGBTQ.
- Challenge homophobic remarks and jokes.

Relationship Violence

What do we know about relationship or "dating" violence?

According to the Center for Disease Control, dating violence may be defined as the perpetration or threat of an act of violence by at least one member of an unmarried couple on the other member within the context of dating or courtship. This violence encompasses any form of sexual assault, physical violence, and verbal or emotional abuse.

Domestic violent incidents most frequently involve a female victim and a male abuser. The Bureau of Justice Statistics (1998) reports that in 92% of all domestic violence incidents the victim is female. Relationship violence also occurs in same sex relationships with about the same frequency as in heterosexual relationships.

It is not unusual for teens in a violent relationship to also be experiencing violence at home. This is especially true of the male partner of the relationship (Gwartney-Gibbs, et.al., 1987) and has implications for service provision since parents may be reluctant to allow their child to participate in a program where their own domestic violence may be revealed.

How prevalent is relationship violence?

According to the CDC, **violent behavior that takes place in a context of dating or courtship is not a rare event**. Estimates vary because studies and surveys use different methods and definitions of the problem. For example, a review of dating violence research found that prevalence rates of nonsexual, courtship violence range from 9% to 65%, depending on whether threats and emotional or verbal aggression were included in the definition. (Sugarman, 1989)

In a national study of college students, **27.5% of the women surveyed said that they had suffered rape or attempted rape at least once since age 14.** Only 5% of those experiences were reported to the police. (Koss, 1987) It is important for parents and educators to know that rape is primarily a crime against youth. The National Institute of Justice (1998) reports that the majority of rapes occur against children and adolescents.

The U.S. Department of Justice (1998) reports that **among women who report being raped and/or physically assaulted** since the age of 18, more than three quarters **(76%) were victimized by a current or former husband, cohabiting partner, date or boyfriend.**

Statistics related to relationship violence can be difficult to pin down for a variety of reasons including the fact that a significant percentage of violence perpetrated by women against men is thought to be retaliatory and the fact that women in middle class families are less likely to report violence to the police or to use services such as battered women's shelters.

How Educators Can Effectively Intervene with Relationship Violence

Educators can be an excellent source of information and support for youth who are involved in violent relationships. Begin by educating yourself and others about the warning signs of dating violence on page 70. Here are some other things you can do:

Educate

- Does your school have policies about relationship violence? If not, you can organize a task force to review sample policies from other schools and implement one at yours.
- Find out if and how a student can obtain an order of protection from a violent partner. Identify which local and state laws protect teens from relationship violence.
- Consider inviting a speaker from the local domestic violence program to speak to your class or your school. Find out if their program serves teens, and if not, who does?
- Distribute the warning signs and tips for friends and post them in your classroom.
- Distribute the tips for parents by mailing them to your students' homes.
- Discuss healthy relationships when appropriate to your subject area.
- Address inappropriate remarks and behavior when you see them. This can include pointing out music and videos that have violent messages about women as well as comments that students make in the course of the day.

Provide Support

- If a student comes to you with a relationship violence issue, listen and believe what he or she is telling you.
- If the student who approaches you is being abused, it is particularly important to allow her to be in control of her own choices. Help the student make his or her own plans to stay safe.
- Trust your student's sense of the level of danger involved. He or she knows what their partner is capable of doing.
- Tell your student that violence is never acceptable in a relationship and that it is not the victim's fault, no matter what.
- Encourage the student to talk to his or her parents. Don't force the issue; there is the possibility that there is also domestic violence occurring at home and calling the parents will put the student in additional danger.
- If you believe the student is in immanent danger, let him or her know that you have to report the situation, and allow the student to be part of the decision of how and when to make the report. If at all possible, have the student make the report with your support.

The pages that follow are a series of reproducible information sheets for parents and youth.

Are You in a Relationship with Someone Who...

- ☐ **is extremely jealous and possessive?** Accuses you of being unfaithful for no reason? Calls you or your friends foul names?
- ☐ **invades your privacy.** Listens to your voice mail, intercepts your e-mail? Monitors or controls where you go, who you see or what you wear?
- ☐ **insults, humiliates or ignores** you in front of others or in private? Makes fun of you and then says you are too sensitive when you object or cry?
- ☐ **forces you to have sex, hurts you during sex, or refuses safer sex practices** (like wearing a condom)?
- ☐ **interferes with your work or education?** Calls you at work or keeps you from doing homework?
- ☐ **alienates your friends and isolates you** from friends and family? Refuses to go to parties or events with your friends, complains about your family?
- ☐ **"plays" or jokes around in ways that cause pain or injury?**
- ☐ **frightens or scares you?** Behaves unpredictably or in ways that are dangerous? Uses gestures or threats or drives too fast or while drinking?
- ☐ **hurts or threatens your children or pets?**
- ☐ **damages, destroys or steals your property or money?**
- ☐ **seems to have two personalities?** Becomes easily enraged and seems out of control?
- ☐ **uses weapons** to intimidate you? **Threatens to kill you?**
- ☐ **threatens to commit suicide?** Tells you he can't live without you?
- ☐ **manipulates you** with lies, blackmail or punishments?
- ☐ **uses guilt, pity or promises** to gain forgiveness?
- ☐ **hits, kicks, punches, slaps, burns, bites, chokes, shakes, grabs, pushes or restrains you?**
- ☐ **has control issues**? Always has to be in charge, makes all the decisions, has to have things his own way?
- ☐ **says his behavior is caused by drugs or alcohol**?
- ☐ **says his behavior is your fault,** is what you deserve, is in your head or is because he loves you so much?

If you answered YES to even one of these questions you may be in an abusive relationship. For confidential help or advice call the National Domestic Violence Hotline at 1-800-799-7233 (SAFE) 1-800-787-3224 (TDD)

How Parents Can Help Stop Teen Relationship Violence

There are probably few things in life more difficult than watching your child involved in a relationship that is clearly not good for her or him. If you suspect that your daughter or son is involved in a violent relationship you will no doubt want to step in to end it right away. However, there are things you can do that will help, and other things that parents (often) do that are not likely to help. Take a few minutes to read the following:

Be Aware of the Warning Signs

The other side of this flyer has a list of warning signs of relationship violence. Read it and see if your child is showing any of the signs.

Keep the Lines of Communication Open

- Talk to your child often, and even more important, listen!
- Let your teen know that you are always there for her or him. No matter what else happens, it is vital that she or he knows that it is okay to ask you for help.
- Talk to your teen about healthy relationships. Discuss what you think makes for a healthy relationship and listen to what your son or daughter believes.
- Talk about the relationships you have modeled for him or her and the effects that may have had.
- Try this as a conversation starter: ask your teen to think about two couples you know or have heard of, one that you believe has a healthy relationship and one that you think has an unhealthy relationship. Why did he or she choose those couples, what makes their relationship healthy or not?

Help Your Teen Stay Safe

- Pay attention to signs of abuse and ask questions.
- If your teen confides that there is violence in his or her relationship, take a deep breath. Your first instincts may be to break it up or even to attack the abuser. None of these reactions will be helpful, and will only keep your child from confiding in your again. Instead, concentrate on how she or he should stay safe.
- Tell your teen you will pick him or her up anywhere, anytime, no problem.
- Help her or him come up with ways to remain safe even if she is not ready to leave the relationship.
- If necessary, call the police and help your daughter or son get a criminal restraining order.

Myths and Facts about Relationship Violence

Myth: My daughter isn't a victim. Victims are passive.

Fact: Surviving a violent relationship takes strength. Once they are out of the violent relationship survivors often show great personal and professional success.

Myth: My son isn't an abuser. Abusers are monsters.

Fact: Most abusers appear very normal and may be extremely charming most of the time.

Myth: Relationship violence only happens to kids from bad families.

Fact: Relationship violence happens in all kinds of families and to all types of teens

Warning Signs of Teen Relationship Violence

- ☐ Does your teen come home with bruises or other injuries that she or he doesn't want to talk about?
- ☐ Does your teen show fear of the person she or he is dating?
- ☐ Has your teen lost interest in activities that used to be important?
- ☐ Has your teen lost contact with most friends, spending virtually all the time with the person he or she is dating?
- ☐ Does your teen seem to be obsessed with the dating partner?
- ☐ Has your teen changed the way he or she dresses, or the way she uses makeup?
- ☐ Have you ever heard your son or daughter's partner saying mean or hurtful things?
- ☐ Does your teen apologize for her or his partner's behavior?
- ☐ Have you noticed sudden changes in mood or personality?
- ☐ Have your teen's grades dropped?
- ☐ Is your daughter or son's girlfriend pregnant?
- ☐ Do you believe your teen or his or her partner is involved in drugs or alcohol?

If you answered YES to even one of these questions there is a chance that your son or daughter is involved in an abusive relationship. On the other side of this page are suggestions for things you can do to help. You can also get help and advice by calling your teen's guidance counselor or the National Domestic Violence Hotline at 1-800-799-7233 (SAFE) 1-800-787-3224 (TDD).

If You Believe Your Friend is Being Abused...

If you have as friend who is in an abusive relationship, it is more likely that she will come to you for help than to an adult. In a recent survey nearly 75% of teens said they would go to a friend for help as their first choice.

If you believe your friend is in immediate danger get help immediately. Call 911 if appropriate, or talk to a teacher, guidance counselor, your parents, or any other adult you trust. Keep talking until you get help.

If your friend is not in immediate danger, there are plenty of other things you can do to help her.

Do...

- Educate yourself about warning signs, facts and myths of abuse.
- Be aware that abuse tends to escalate, and never gets better on its own.
- Listen to her and believe her.
- Tell her that she does not deserve to be abused and that she didn't cause it.
- Encourage her to confide in a trusted adult
- Confide in a trusted adult if you believe the situation is getting worse.
- Express your concern and support for her.
- Describe the good qualities you see in her. It takes strength to survive abuse and she probably needs to be reminded that she is strong.
- Help her develop a safety plan.
- Offer to go with her to talk to someone or to get help.

Don't...

- Abandon her. That is most likely what he wants you to do. Remember, if all her friends leave her, then she will be left alone with *him*.
- Push her to get out of the relationship. Allow her to be in control of her own choices.
- Spread gossip. It could put her in more danger.
- Call her a victim; tell her it is her own fault or that you told her not to get involved with him. The last thing she needs is more verbal abuse from you.
- Minimize or condone the abuse.
- Put yourself in a dangerous situation with her partner or with them both.
- Mediate. You can't make this situation better by trying to fix it.
- Make her feel as if she has to choose between you and him. Someday she may need your help.
- Judge her decisions. It takes time to get out of a relationship.

Youth Gangs

What is a Youth Gang?

A youth gang is commonly thought of as a self-formed association of peers having the following characteristics: a gang name and recognizable symbols, identifiable leadership, a geographic territory, a regular meeting pattern, and collective actions to carry out illegal activities.

How Prevalent Are Youth Gangs?

The prevalence of youth gangs varies widely by community. According to the Office of Juvenile Justice and Delinquency Prevention (OJJDP) report, Youth Gangs in Schools (2000), student reports of gang presence in their school ranged from 23% to 54% with increased population size of the community as one of the strongest indicators of higher gang presence. In 1998 OJJDP found as many as 17 percent of youth surveyed in 11 cities reported that they had belonged to a gang at some point in their life.

What can be done about gangs?

Effective gang prevention, intervention and suppression require a community-wide approach. OJJDP has developed a Comprehensive Gang Model, which is a valuable guide for communities. The approach is based on initial and continuous problem assessment using qualitative and quantitative data. OJJDP has developed an assessment tool for community use.

OJJDP's Model calls for five core strategies to be delivered through an integrated approach by a team of community agencies and organizations. These five strategies are:

- **Community Mobilization:** Involvement of local citizens, including former gang youth, community groups and agencies, and the coordination of programs and staff functions within and across agencies;
- **Provision of Opportunities:** The development of a variety of specific education, training, and employment programs targeted at gang-involved youth;
- **Social Intervention:** Youth-serving agencies, schools, grass-roots groups, faith-based organizations, police, and other criminal justice organizations "reaching out" and acting as links among gang-involved youth, their families, and the conventional world and needed services;
- **Suppression:** Formal and informal social control procedures, including close supervision or monitoring of gang youth by agencies of the criminal justice system and also by community-based agencies, schools, and grass-roots groups; and
- **Organizational Change and Development:** Development and implementation of policies and procedures that result in the most effective use of available and potential resources within and across agencies to better address the gang problem.

How Educators Can Effectively Intervene with Youth in Gangs

School based prevention and interventions can be an effective component of any community's efforts to handle a gang problem. In particular, those communities with newly emerging gangs may find that by taking action as soon as a gang problem is discovered, it is be possible to interrupt the gangs' progression from general delinquency and property crimes to serious, violent activities. Educators can be at the forefront of encouraging the community to address a gang situation before it becomes more entrenched. In OJJDP's recent report on Modern Day Gangs it states:

> ***"A community's gang problem may begin with school-centered gangs, which, according to surveys of students, tend not to be extensively involved in criminal activity (Howell and Lynch, 2000). School-based prevention programs could be particularly useful in countering the further development of such gangs. A long-term evaluation of the Gang Resistance Education and Training (G.R.E.A.T.) program, a school-based prevention curriculum, showed an overall beneficial program effect (Esbensen et al., 2001). In communities that have gangs in the early stages of development, it is especially appropriate for prevention programs and social services agencies to intervene at the individual level with the youngest gang members and other at-risk youth (Curry, 2000). The Gang Intervention Through Targeted Outreach program, operated by Boys & Girls Clubs of America, is a promising intervention initiative (Thornberry and Burch, 1997). Even in the early stages of gang development, communities may determine that some gang suppression activities are needed to protect the public. The Tri-Agency Resource Gang Enforcement Team (TARGET) is a good multijurisdictional model that integrates law enforcement, probation, and prosecution efforts (Capizzi, Cook, and Schumacher, 1995). A combination of such strategies may reduce future involvement of adolescents in gangs and impede the development of embryonic gangs."***

In those communities where the gang problem is already seriously entrenched, OJJDP (1998) suggests the following strategies may be effective approaches within the school setting:

- Establishing ongoing professional development and in-service training programs for all school employees, including training techniques in classroom management and in dealing with cultural diversity, disruptive students, parents, and campus intruders.

- Conducting leadership training classes to assist students in developing insight and skills that enable them to work harmoniously with diverse individuals and groups.

- Offering classes incorporating curriculums on life skills and resistance to peer pressure, values clarification, and cultural sensitivity.

- Implementing dress codes designed to eliminate gang colors and clothing, publicizing the codes at school, and distributing them to all students and parents.
- Adopting school uniforms -- particularly for elementary and middle school students -- sometimes optional and sometimes mandated. Financial assistance should be available to parents who cannot afford uniforms.
- Reducing the length of time between classes to discourage loitering.
- Establishing partnership academies, schools-within-schools, alternative schools, beacon schools, in-school suspension programs, and school-to-work programs in collaboration with colleges and businesses in order to relocate and continue educating students with histories of classroom disruption, lack of motivation, and gang membership.
- Implementing victim/offender programs requiring juvenile offenders to make restitution to victims for damage or loss incurred or to perform community service.
- Creating a climate of ownership and school pride by including students, parents, teachers, and community leaders in the safe-school planning process.
- Staging regular campus wide graffiti and vandalism cleanup campaigns and cleanup rallies in response to specific incidents of defacement and destruction.
- Organizing crisis intervention teams to counsel students coping with troubling violence in and near school.
- Offering students, especially juvenile gang members, special outreach and after school programs as an alternative to gang membership.

How Can Parents Effectively Intervene with Youth in Gangs?

Educate Yourself About Gangs

- While the majority of gangs are in urban areas, they are increasingly appearing in rural and suburban communities as well.
- Most gang members are male, but the latest research indicates that females are increasingly joining gangs as members.
- Youth typically say their reasons for joining a gang include a sense of belonging, to earn money, to stay safe, for excitement and to be with their friends.
- Gangs often use clothing, slang, tattoos, hand signs and graffiti to communicate, to mark their territory and as a form of solidarity.
- Membership in a gang does not keep a child safe from gang violence. Members of gangs are far more likely to be victims of violence than youth who do not join.

Watch For Signs That Your Child Might Be in a Gang

- If your child tells you he or she is in a gang or is gang involved
- Changes in friends and your child is reluctant to have you meet the new friends
- Changes in dress habits, especially if wearing the same colors all the time
- Tattoos or brands, especially if using symbols
- Unexplained symbols on books or clothing
- Use of slang and hand signals with other youth
- Cash or expensive items from unknown sources
- Carrying a weapon
- Decreased grades and school attendance
- Being arrested or detained by the police

These signs may indicate that your child is in a gang. If you suspect that she or he is gang involved, get help. Contact your school, communicate with your child's friends' parents, contact your local government officials, and talk to the local police.

How to Prevent Your Child from Joining a Gang

- Tell your child that you love him or her.
- Know who your child's friends are and what she or he is doing after school.
- Help your child get involved in activities that interest him or her.
- Let your child know that school is important. Make sure he or she has all the materials needed to do well in school as well as a quiet place to study.
- Communicate with your child. Explain why you think gangs are dangerous.

Suicide

How prevalent is suicide among youth in the US?

For youth between the ages of 15-24, suicide is the third leading cause of death. According to the U.S. Public Health Service (1999), in 1996, more teenagers and young adults died of suicide than from cancer, heart disease, AIDS, birth defects, stroke, pneumonia and influenza, and chronic lung disease combined.

Who is most at risk for suicide?

The Centers for Disease Control and Prevention surveillance data indicates that males under the age of 25 are much more likely to commit suicide than females. The 1996 gender ratio for people aged 15-19 was 5:1 (males to females), while among those aged 20-24 it was 7:1. White males are the most likely group to commit suicide, although the suicide rate for minority youth has increased dramatically. Gay, lesbian, bisexual and transgendered youth have been identified as a particularly vulnerable group. (Sell RL, & Becker JB, 2001; Garofalo, R. et al, 1999; Remafedi, G. et al, 1998, Garafo!o, Oregon DHS, 1997;) with a recent study showing that even the perception of being a member of a sexual minority can significantly increase the likelihood of teen suicide. (Sell RL, & Becker JB, 2001; Oregon DHS, 1997;)

Is youth suicide on the rise?

Over the last several decades, the suicide rate in young people has increased dramatically. From 1952-1996, the incidence of suicide among adolescents and young adults nearly tripled. There has been a general decline in youth suicides since 1994; however the increase in suicides for children aged 10-14 and for African American males during the past three decades is startling. From 1980-1996, the rate of suicide among persons aged 10-14 years increased by 100%, and for African-American males aged 15-19 the rate increased 105%.

What do we know about why young people commit suicide?

A number of risk factors have been identified for suicide. They include depression, alcohol or other drug use disorder, and aggressive or disruptive behaviors. Additionally, easy access to firearms seems to be associated with increases in youth suicide. Among persons aged 15-19 years, firearm-related suicides accounted for 63% of the increase in the overall rate of suicide from 1980-1996.

On the following pages are a series of strategies for educators, parents and youth to help prevent youth suicide and intervene with youth at risk for suicide. Because it is more likely that a student considering suicide will confide in a peer than in an adult, this is a clear situation where student bystander behavior can make an immediate difference between life and death. In many cases programs for suicide prevention are yet to be proven effective, therefore this guide also offers a list of web-based resources that provide relevant research and strategies.

What educators can do to help prevent suicide among youth

First of all, do no harm - Very few suicide prevention programs have been evaluated, and some of those that have been evaluated have been found to make at-risk youth more distressed and less likely to seek help. According to the National Institute of Mental Health (2000), "By describing suicide and its risk factors, some curricula may have the unintended effect of suggesting that suicide is an option for many young people who have some of the risk factors and in that sense "normalize" it—just the opposite message intended."

Be aware of risk factors and work with appropriate mental health professionals to provide services for youth who exhibit the following:

- Previous suicide attempt
- Mental disorders—particularly mood disorders such as depression and bipolar disorder
- Co-occurring mental and alcohol and substance abuse disorders
- Family history of suicide
- Hopelessness
- Impulsive and/or aggressive tendencies
- Barriers to accessing mental health treatment
- Relational, social, work, or financial loss
- Physical illness
- Easy access to lethal methods, especially guns
- Unwillingness to seek help because of stigma attached to mental and substance abuse disorders and/or suicidal thoughts
- Influence of significant people—family members, celebrities, peers who have died by suicide—both through direct personal contact or inappropriate media representations
- Cultural and religious beliefs—for instance, the belief that suicide is a noble resolution of a personal dilemma
- Local epidemics of suicide that have a contagious influence
- Isolation, a feeling of being cut off from other people

Develop and make appropriate referrals to programs that:

- promote overall mental health among school-aged children by reducing early risk factors for depression, substance abuse and aggressive behaviors.
- detect youth most likely to be suicidal by confidentially screening for depression, substance abuse, and suicidal ideation.
- provide for further evaluation of youth who report any of the above by professionals, followed by referral for treatment as needed.

Access available resources:

The research base for this issue is currently growing rapidly. A number of resources are now available online for implementing community-wide suicide prevention programs. Some of the materials, such as the recommendations for the media could provide excellent materials for a service learning project for students.

National Strategy for Suicide Prevention Representing the combined work of advocates, clinicians, researchers and survivors, the ***National Strategy*** lays out a framework for action and guides development of an array of services and programs yet to be set in motion. www.mentalhealth.org/suicideprevention

The Surgeon General's Call To Action To Prevent Suicide outlines more than a dozen steps that can be taken by individuals, communities, organizations, and policymakers. www.sg.gov/library/calltoaction/

The American Association of Suicidology has a set of guidelines for school based suicide prevention programs available through their website. www.suicidology.org

American Foundation for Suicide Prevention has free Teen Suicide prevention kits available through their website. The school-based kit seeks to raise awareness that teens can prevent suicide by seeking help for friends at risk. www.afsp.org

Reporting on Suicide: Recommendations for the Media Three international organizations have developed a research based guide for the media. Between 1984 and 1987, journalists in Vienna covered the deaths of individuals who jumped in front of trains in the subway system. In 1987, a campaign alerted reporters to the possible negative effects of such reporting, and suggested alternate strategies for coverage. In the first six months after the campaign began, subway suicides and non-fatal attempts dropped by more than eighty percent. The total number of suicides in Vienna declined as well. The report is available online, http://www.suicidology.org/media/7.html

The National Youth Violence Prevention Resource Center (NYVPRC) was established as a central source of information on prevention and intervention programs, publications, research, and statistics on violence committed by and against youth. Together, the NYVPRC Web site, www.safeyouth.org, and call center, 1-866-SAFEYOUTH (723-3968), serve as a user-friendly, single point of access to federal information on youth violence prevention and suicide.

What Students Can Do To Prevent Youth Suicide

Save a Friend: Tips for Teens to Prevent Suicide-

The National Association of School Psychologists

Growing up is not easy - children and teenagers face many tough decisions and difficult life experiences that, at times, seem overwhelming. For some kids, a difficult, scary or threatening situation can cause so much distress that they start to think about killing themselves. Suicide is one of the leading causes of death for kids in middle school and high school and it can be prevented if adults and friends are aware of the warning signs and know what to do.

Although kids thinking about suicide are not likely to seek help, they do show warning signs to their friends, classmates, parents or trusted school personnel. Never ignore these signs. You can help! Some situations that might cause some kids to think about suicide include breaking up with boyfriend or girlfriend, failing in school, problems with parents, rejection by friends, etc. After a tragedy such as the terrorist attacks in New York and Washington, students may display warning signs of suicidal behavior. Children and youth who have experienced a personal loss, abuse, or an earlier tragic or frightening event, or who suffer from depression or other emotional problems, have a higher risk of suicide. Youngsters who have these risk factors *and* who have been directly impacted by or witnessed a tragic event are most likely to consider suicide. Warning signs may not appear right away. Parents, teachers and friends must be good listeners and observers over the weeks to come. On the following pages are some tips to help prevent suicide and get help.

The following page can be used as a reproducible handout to be distributed to students.

Although kids thinking about suicide are not likely to seek help, they do show warning signs to their friends, classmates, parents or trusted school personnel. Never ignore these signs. You can help!

Suicide Warning Signs

1. ***Suicide notes.*** These are a very real sign of danger and should be taken seriously.

2. ***Threats***. Threats may be direct statements ("I want to die." "I am going to kill myself") or, unfortunately, indirect comments ("The world would be better without me"; "Nobody will miss me anyway"). Among teenagers, indirect clues could be offered through joking or through comments in school assignments, particularly creative writing or artwork. Younger children and those who may have some delays in their development may not be able to express their feelings in words, but may provide indirect clues in the form of acting-out, violent behavior, often with threatening or suicidal comments.

3. ***Previous attempts***. If a child or teenager has attempted suicide in the past, there is a greater likelihood that he or she will try again. Be very observant of any friends who have tried suicide before.

4. ***Depression*** (helplessness/hopelessness). When symptoms of depression include strong thoughts of helplessness and hopelessness, a child or adolescent is possibly at greater risk for suicide. Watch out for behaviors or comments that indicate that your friend is feeling overwhelmed by sadness or pessimistic views of their future.

5. ***"Masked" depression***. Sometimes risk-taking behaviors can include acts of aggression, gunplay, and alcohol/substance abuse. While your friend does not acted "depressed," their behavior suggests that they are not concerned about their own safety.

6. ***Final arrangements***. This behavior may take many forms. In adolescents, it might be giving away prized possessions such as jewelry, clothing, journals or pictures.

7. ***Efforts to hurt oneself.*** Self-injury behaviors are warning signs for young children as well as teenagers. Common self-destructive behaviors include running into traffic, jumping from heights, and scratching/cutting/marking the body.

8. ***Inability to concentrate or think clearly.*** Such problems may be reflected in classroom behavior, homework habits, academic performance, household chores, and even conversation. If your friend starts skipping classes, getting poor grades, acting up in class, forgetting or poorly performing chores around the house or talking in a way that suggests they are having trouble concentrating, these might be signs of stress and risk for suicide.

9. ***Changes in physical habits and appearance.*** Changes include inability to sleep or sleeping all the time, sudden weight gain or loss, disinterest in appearance or hygiene.

10. ***Sudden changes in personality, friends, behaviors***. Parents, teachers and friends are often the best observers of sudden changes in suicidal students. Changes can include withdrawing from friends and family, skipping school or classes, loss of involvement in activities that were once important, and avoiding friends.

11. ***Death and suicidal themes***. These might appear in classroom drawings, work samples, journals or homework.

12. ***Plan/method/access***. A suicidal child or adolescent may show an increased interest in guns and other weapons, may seem to have increased access to guns, pills, etc., and/or may talk about or hint at a suicide plan. The greater the planning, the greater the potential for suicide.

What Can You Do to Help a Friend?

1. ***Know the warning signs!*** Read over the list above and keep it in a safe place.

2. ***Do not be afraid to talk to your friends***. Listen to their feelings. Make sure they know how important they are to you, but don't believe you can keep them from hurting themselves on your own. Preventing suicide will require adult help.

3. ***Make no deals***. Never keep secret a friend's suicidal plans or thoughts. You cannot promise that you will not tell - you have to tell to save your friend!

4. ***Tell an adult.*** Talk to your parent, your friend's parent, your school's psychologist or counselor-- a trusted adult. And don't wait! Don't be afraid that the adults will not believe you or take you seriously - keep talking until they listen! Even if you are not sure your friend is suicidal, talk to someone. It's OK if you "jump the gun" - this is definitely the time to be safe and not sorry!

5. ***Ask if your school has a crisis team.*** Many schools (elementary, middle and high schools) have organized crisis teams, which include teachers, counselors, social workers, psychologists and principals. These teams help train all staff to recognize warning signs of suicide as well as how to help in a crisis situation. These teams can also help students understand warning signs of violence and suicide. If your school does not have a crisis team, ask your Student Council or faculty advisor to look into starting a team.

Adapted from "A National Tragedy: Preventing Suicide in Troubled Children and Youth," available at www.nasponline.org.

©2001, National Association of School Psychologists, 4340 East West Highway, #402, Bethesda, MD 20814; (301) 657-0270; *www.nasponline.org*

5 Interpersonal Violence Prevention Resource List

References

Aber, J., L, Brown, J.L., Chaudry, M., Jones, S.M., & Samples, F. (1996). The evaluation of the Resolving Conflict Creatively Program: An overview. American Journal of Preventive Medicine, 5(Suppl. to Vol. 12). 82-90.

Allen, J.P., Weissberg, R. P., & Hawkins, J.A. (1989). The relation between values and social competence in early adolescence. Developmental Psychology, 25 (3), 458-464.

American Association of University Women (2001) Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools. Commissioned by the American Association of University Women Educational Foundation; researched by Harris Interactive. Washington, DC: The Foundation.

Bachman, R; Saltzman, L.E. *Violence Against Women: Estimates from the redesigned survey*, Bureau of Justice Statistics, Special Report, U.S. Department of Justice, August 1995.

Barone, Frank J. "Bullying in School: It Doesn't Have to Happen." Phi Delta Kappan (September 1997): 80-82.

Catalano, R. F., Berglund, L., Ryan, J.A. M., Lonczak, H.S., & Hawkins, D. (2002). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. Prevention & Treatment, 5, Article 15. Available on the World Wide Web: www.journals.apa.org/prevention/volume5/pre0050015a.html

Cohen, J. (1999a). Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. New York: Teachers College Press.

Cohen, J. (1999b). The first "R": Reflective capacities. Educational Leadership, Vol. 57, 1, 70-75.

Cohen, J. (Ed.) (2001). Safe Classrooms/Intelligent Schools: The Social Emotional Education of Young Children. New York: Teachers College Press.

Colvin, G.; T. Tobin; K. Beard; S. Hagan; and J. Sprague. "The School Bully: Assessing the Problem, Developing Interventions, and Future Research Directions." Journal of Behavioral Education 8, 3 (1998): 293-319.

Drug Strategies Research Institute (1998). Safe schools, safe students: A guide to violence prevention strategies. Washington, DC.

Eccles, J.S., Early, D., Frasier, K., Belansky, E., McKarthy, K. (1997). The relationship of connection, regulation, and support for autonomy to adolescents' functioning. Journal of Adolescent Research, 12; 263-286.

Elias, M. J. & Tobias, S.E. (1996). Social problem solving; Interventions in the schools. New York: Guilford.

Elias, M., Zins, J.E., Weissberg, R.P., Frey, K.S., Greenberg, M.T., Haynes, N.M., Kessler, R., Schwab-Stone, M.E., & Shriver, T.P. (1997). Promoting Social and Emotional Learning: A Guide for Educators. Alexandria, VA: Association for Supervision and Curriculum Development.

Elliott, D.S., Williams, K.R., & Hamburg, B.A. (1998). An integrated approach to violence prevention. In Elliott, D.S., Hamburg, B.A., & Williams, K.R. (Eds.) Violence in American Schools. Cambridge, England: Cambridge University Press.

Friday, J.C., Ph.D., "The Psychological Impact of Violence in Underserved Communities," *Journal of Health Care for the Poor and Underserved,* Vol. 6, No. 4, 1995, pp. 403-409.

Garofalo, R. et al., "Sexual Orientation and Risk of Suicide Attempts Among a Representative Sample of Youth," *Archives of Pediatrics and Adolescent Medicine,* vol. 153 (1999), p. 487.

Greenberg, M.T., Domitrovich, C. & Bumbarger, B. (2001). The prevention of mental disorders in school-age children: Current state of the field. Prevention & Treatment, 5, Article 15. Available on the World Wide Web: http://journals.apa.org/prevention/volume4/toc-jun26-01.htm

Guerra, N.G. (in press). Preventing school violence by promoting wellness. In Violence in Schools, ed. by S. Twemlow & J. Cohen, Journal of Applied Psychoanalytic Studies.

Gwartney Gibbs, P.A.; Stockard, J; and Bohmer, S, Learning Courtship aggression: the influence of parents, peers and personal experiences. Family Relations 1987; 36:87-91)

Hamilton Fish Institute. (2000). Effective violence prevention programs. Available on the world wide web: www.hamfish.org/pub/evpp.php3

Human Rights Watch (2001). Hatred in the Hallways: Violence and Discrimination Against Lesbian, Gay, Bisexual and Transgender Students in U.S. Schools. New York / Washington: Human Rights Watch. Internet: http://www.hrw.org/reports/2001/uslgbt/. (accessed August 22, 2002)

Huesmann, L.M., Guerra, N.G., Miller, L.,& Zelli, A. (1992). The role of social norms in the development of aggression. In H. Zumkley & A. Fraczek (Eds.), Socialization and aggression (pp. 139-152). New York: Springer.

Johnson, D. W. & Johnson, R. (1989). Cooperation and competition: Theory and research. Edina, MN: Interaction Book Com.

Kagan, J. (1994). Galen's prophecy: Temperament in human nature. NY, Basic Books.

Levine, D (2000). Teaching Empathy A Social Skills Resource. NY, Blue Hero Press.

Melaville, A. (1999). Learning together: The developing field of school-community initiative. Flint, Mich.: The Mott Foundation.

O'Connell, Paul; Debra Pepler, and Wendy Craig. "Peer Involvement in Bullying: Insights and Challenges for Intervention." Journal of Adolescence 22 (1999): 437-52.

Olweus, D. (1994). "Bullying at school; Long-term outcomes for the victims and an effective school-based intervention program." In Huesmann, L.R. (Ed.), *Aggressive behavior; Current perspectives* (pp. 97-130). New York: Plenum.

Oregon Department of Human Services, "Suicidal Behavior, a Survey of Oregon High School Students, 1997," available at www.ohd.hr.state.or.us/chs/teensuic/teensuic.htm (accessed on August 22, 2002).

Parker, J.G., Rubin, K.H., Price, J.M., & DeRosier, M.E. (1995). Peer relationships, child development, and adjustment: A developmental psychopathology perspective. In Developmental Psychopathology, Vol. 2, (pp. 96-161) Ed. by D. Cicchetti and D.J. Cohen, New York: Wiley & Sons.

Pianta, R.C. (1999). Enhancing relationships between children and teachers. Washington, DC: American Psychological Association.

Remafedi, G. et al., "The Relationship Between Suicide Risk and Sexual Orientation: Results of a Population-Based Study," *American Journal of Public Health,* vol. 88 (1998), p. 57.

Resnick, M.D., Bearman, P.S., Blum, R.W., et. al. (1997). Protecting adolescents from harm: findings from the National Longitudinal Study on Adolescent Health. Journal of the American Medical Association, 278; 823-832.

Salmivalli, Christina. "Participant Role Approach to School Bullying: Implications for Interventions." Journal of Adolescence 22 (1999): 453-59.

Sell RL, and Becker JB (2001). Sexual orientation data collection and progress toward Healthy People 2010. American Journal of Public Health, 91(6): 876-82.

Selman, R.L., Beardslee, W., Schultz, L.K., Krupa, M. & Podoresky, D. (1986). Assessing adolescent interpersonal negotiation strategies: Toward the integration of structural and functional models. Developmental Psychology, 22, 450-459.

Steinberg, L. (1996). Beyond the classroom: Why school reform has failed and what parents need to do. New York: Simon & Schuster (pp. 62-77).

Sugarman, D. B. and Hotaling, G. T. Dating violence: prevalence, context and risk markers. In: Pirog-Good, M. A. and Stets, J. E. (Eds.) Violence in dating relationships. New York: Praeger; 1989:3-32

Title, Beverly B., PhD. Bully/Victim Conflict An Overview for Educators. Minneapolis, MN: Johnson Institute, 1996

Twemlow, S., Fonagy, P., Sacco, F.C., Gies, M. & Hess, D. (2001). Improving the social and intellectual climate in elementary schools by addressing bully-victim-bystander relationship power struggle. In Cohen, J. (Ed.) Caring Classrooms/ Intelligent Schools: Social Emotional Education of Young Children. New York: Teachers College Press.

U.S. Department of Health and Human Services. (2001). Youth Violence: A Report of the Surgeon General. Rockville, MD.

U.S. Department of Justice, Federal Bureau of Investigation, "The School Shooter: A Threat Assessment Perspective, 2000," (Washington, DC, 2000); http://www.fbi.gov; accessed March 14, 2001.

U.S. Equal Employment Opportunity Commission, (2002) Facts About Sexual Harassment Washington, DC: [Available on the world wide web: www.eeoc.gov/facts/fs-sex.html]

U.S. General Accounting Office, School Safety: Promising initiatives for addressing school violence. Washington, DC: US General Accounting Office, 1995.

U.S. Public Health Service. (1999). The Surgeon General's call to action to prevent suicide. Washington, DC: Department of Health and Human Services. [Available on the world wide web: www.surgeongeneral.gov/library/calltoaction/calltoaction.htm

U.S. Secret Service National Threat Assessment Center. Safe School Initiative: An Interim Report on the Prevention of Targeted Violence in Schools. Washington, D.C.: Author, October 2000.

Weissberg, R.P. & Greenberg, M.T. (1998). School and community competence enhancement and prevention programs. In W. Damon (Series Ed.) & I.E. Sigel & K.A. Renninger (Vol. Eds.). Handbook of child psychology: Vol. 4. Child psychology in practice (5th ed.). New York: John Wiley

Zigler, E., Styfco, S. J. & Gilman, E. (1993). The national Head Start program for disadvantaged preschoolers. In E. Zigler & S.J. Styfco (Eds.), Head Start and beyond: A national plan for extended childhood intervention. New Haven, CT.: Yale University Press.

Zins, J., Weissberg, R.P., Wang, M.C., & Walberg, H.J. (Ed.) Building School Success on Social Emotional Learning. (in press, 2002). New York: Teachers College Press.

Additional Resources

Charney, R.S. (1991). Teaching Children to Care: Management in the Responsive Classroom. Greenfield, Mass.: Northeast Foundation for Children.

Charney, R. S. (1997). Habits of goodness: Case studies in the social curriculum. Greenfield, MA: The Northeast Foundation for Children (800) 360-6332.

Elias, M., S.E. Tobias & B.S. Friedlander (1999). Emotionally Intelligent Parenting. New York: Harmony/Random House.

Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.

Goleman, D. (1995). Emotional Intelligence. New York: Bantam.

Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam.

Healy, J.M. (1994) How to Have Intelligent and Creative Conversations with Your Kids. New York: Double Day.

Kohn, A. (1996). Beyond Discipline: From Compliance to Community. Alexandria, VA: Association for Supervision and Curriculum Development.

Lantieri, L. & Patti, J. (1995) Waging Peace in our Schools. Boston: Beacon Press.

Mayer, J.D., Salovey, P., & Caruso, D. (2000). Competing models of emotional intelligence. In R.J. Sternberg (Ed.), The Handbook of Intelligence. New York: Cambridge University Press.

Novick, B., Kress, J, Elias, M. (2002) Building Learning Communities with Character: How to Integrate Academic, Social and Emotional Learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Pasi, R. (2001). Higher Expectations: Promoting Social Emotional Learning and Academic Achievement in Your School. New York: Teacher's College Press.

Salovey, P. & Sluyter, D. (Eds.) (1997). Emotional Development and Emotional Intelligence: Implications for Educators. New York: Basic Books.

Weissberg, R.P. & Greenberg, M.T. (1998). School and community competence enhancement and prevention programs. In W. Damon (Series Ed.) & I.E. Sigel & K.A. Renninger (Vol. Eds.). Handbook of child psychology: Vol. 4. Child psychology in practice (5th ed.). New York: John Wiley.

Five Things No School Should Be Without According to GLSEN

If your budget's limited, GLSEN says to make sure you have at least the following five resources, available through the GLSEN Bookstore (212-627-7707 or online at www.GLSEN.org) for working with LGBTQ youth.

1. *Breaking the Silence: A Resource Guide for Independent Schools* (publication). Written by Bob Riddle of the Crossroads School (California), Breaking the Silence is a comprehensive guide for teachers and administrators who want to create a safe and nurturing climate in their school communities. Available free via the GLSEN website at www.GLSEN.org

2. *Out of the Past* (film). Winner of the Audience Award at the Sundance Film Festival, Out of the Past profiles figures from nearly 400 years of American history and follows one young woman making history today through founding the first Gay-Straight Alliance in the state of Utah. The first documentary on lesbian and gay history made for viewers of all ages, the film has won high praise from filmmakers, educators, and general audiences across the country and around the world.

3. *Teaching Respect for All* (film). Kevin Jennings, executive director of GLSEN, presents a comprehensive training video dealing with anti-gay bias in schools. Ideal for use in faculty and parent meetings.

4. *The Shared Heart: Portraits and Stories Celebrating Lesbian, Gay and Bisexual Young People* (book). A celebration of over thirty diverse young people facing the challenges of growing up LGBT and living empowered lives. Includes photos and personal narratives. Also available as a traveling exhibition.

5. *It's Elementary* (film). A film by Academy Award winner Debra Chasnoff and Helen Cohen, it has inspiring footage shot in schools across the country showing real examples of school activities, faculty meetings, and classroom discussions of LGBT issues. Ideal for elementary school teachers looking for age-appropriate ways to address LGBT issues with their students.

Websites

New York State Center for School Safety (NYSCSS)

NYSCSS is a state government coordinating agency and information clearinghouse. The Center supports schools, families, communities and government organizations in creating safe and healthy environments. www.mhric.org/scss

Center for Social and Emotional Education (CSEE)

CSEE is a national educational and professional development organization whose mission is to foster effective social and emotional learning (SEL) for children and adolescents through education, training and research. The site has information about the range of ways that we can become involved with violence prevention, civics, character education and SEL in our homes and schools. www.csee.net

6Seconds

This site includes an array of information about Emotional Intelligence, including upcoming educational events. - www.6seconds.org/home

American School Counselor Association (ASCA)

ASCA focuses on providing professional development, enhancing school counseling programs, and researching effective school counseling practices. ASCA's mission is to promote excellence in professional school counseling and the development of all students.
http://www.schoolcounselor.org

APA Help Center

Do you know where to point kids with questions about violence? The American Psychological Association (APA) and Music Television (MTV) have joined forces to create *Warning Signs*, a guide that suggests effective ways to deal with anger and to recognize when classmates might be dangerous to themselves or others. Students will enjoy a trip through this informative resource.
http://helping.apa.org/warningsigns/about.html

A Play About Violence

http://www.edweek.org/tm/tm_printstory.cfm?slug=06impulse.h13
Drama provides a virtual world in which to explore difficult topics. This story tells how playwright William Mastrosimone created *Bang Bang You're Dead* after a student at his son's school threatened to kill the entire class and the teacher. To read or consider staging this thoughtful play, download a copy http://bangbangyouredead.com/downloads.html

Caring Teachers

The mission of this site is to help teachers define and utilize caring in the classroom through a collection of articles, quotations, and best practices.
www.caringteachers.com/index.html

Center for Effective Collaboration and Practice/Warning Signs

This site provides information for schools as well as parents about warning signs and steps that we can take to create safe schools.
http://www.air.org/cecp/guide/

Center for the Study and Prevention of Violence (CSPV)

CSPV's mission is to provide informed assistance to groups committed to understanding and preventing violence, particularly adolescent violence. CSPV's site includes information about "Blue Prints": a project that identifies ten violence prevention programs that meet very high scientific standard of program effectiveness-programs that could provide an initial nucleus for a national violence prevention initiative
http://www.Colorado.EDU/cspv/

Character Education Partnership

The Character Education Partnership is a nonpartisan coalition of organizations and individuals dedicated to developing moral character and civic virtue in our nation's youth as one means of creating a more compassionate and responsible society. http://www.character.org

Character Counts!

A nonpartisan, nonsectarian coalition of schools, communities and non profit organizations working to advance character education by teaching the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. www.charactercounts.org

Collaborative for Academic, Social and Emotional Learning

CASEL's mission is to establish social and emotional learning (SEL) as an integral part of education from preschool through high school. The site includes a description of CASEL's research projects, nationwide teacher-training opportunities, an SEL reading list, and news updates about SEL initiatives throughout the country. CASEL organizes several listserves.
http://www.casel.org/index.htm

Do Something

Do Something is a nationwide network of young people who know they can make a difference in their communities and take action to change the world around them. As part of Do Something, young people are asked what they want to do to make things better and then given the resources and support to bring their unique vision to life. Through the Do Something Network in America's schools, young people work with caring educators called Community Coaches to give voice to their own vision of community change and then design and implement specific community projects to turn their ideas into actionhttp://www.dosomething.org/

Early Warning: U.S. Department of Education

Do you know what the early warning signs of trouble or crisis at school? The U.S. Department of Education has developed information that covers a wide range of security issues. Its 40-page booklet, *Early Warning, Timely Response*, which you can download in either HTML or PDF files, discusses issues like how to develop school wide policies that support responsible behavior and ways to help troubled students. www.ed.gov/offices/OSERS/OSEP/Products/earlywrn.html

EQParenting

This site provides information about an innovative partnership linking social decision making and problem solving to modern intervention technology and parenting. The areas of self-control, group participation and social awareness, and social-cognitive decision making skills are key components of interventions reaching children at high, moderate, and low levels of risk in schools, agency and clinical contexts.
http://www.EQParenting.com

Family Cares

The mission of Family Cares is to promote compassion and the spirit of charity in children through hands-on family projects that help others in need. Site includes a newsletter, articles about compassion education, and over 50 charitable projects that parents can do with their children.
www.familycares.org/familycares/mainpage.shtml

Family Education Network

A great resource for parents and teachers. Parenting advice, child development and family references, as well as lesson plans and classroom management advice.
http://familyeducation.com/home/

FBI for Educators

The U.S. Federal Bureau of Investigation shows educators how to assess potential threats to school security in a 52-page booklet, *The School Shooter: A Threat Assessment Perspective*.
http://failover.fbi.gov/failover.htm

Institute For Global Ethics

This organization's mission is to promote public discourse and practical action around significant ethical issues. As part of this goal, the Institute works with schools and school-related organizations. Find a list of materials on teaching ethics in classroom settings, and seminars for teachers about how to implement ethics into daily curriculum.
http://www.globalethics.org/edu/default.html

iParenting.com

Story sharing, Q&A, news, and helpful suggestions for parents of children in any stage from prenatal to preteen. www.iparenting.com

National Center for Children Exposed to Violence (NCCEV)

NCCEV has been established by the U.S. Department of Justice at the Yale Child Study Center as part of the Children Exposed to Violence Initiative. The staff and faculty at the NCCEV will apply knowledge and expertise gained through the activities of the CD-CP program to their work with Safe Start sites.
http://www.nccev.org

The National Funding Collaborative on Violence Prevention

The National Funding Collaborative on Violence Prevention is a partnership among public and

private funders, experts in violence prevention and other disciplines and community collaborators. By pooling resources from foundations, corporations, the federal government, community organizations and private donors-and linking these resources to local efforts-the Collaborative is raising public awareness that violence is preventable and empowering citizens to tackle violence in their communities.
http://www.nfcvp.org/home/

National Institute for Trauma and Loss in Children

This site provides "schools, crisis teams, child and family counselors, private practitioners, hospice workers, nurses, doctors, bereavement counselors, and clergy with the training, consultation and trauma specific resource materials and programs needed to help children, adolescents and adults find relief from the terror of violent or non-violent trauma inducing incidents " http://www.tlcinst.org/

National PTA

The mission of the National PTA is three-fold: to support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children; to assist parents in developing the skills they need to raise and protect their children; and, to encourage parent and public involvement in the public schools of this nation. http://www.pta.org/index.htm

North Carolina Department of Public Instruction

This website includes valuable information about infusing SEL into existing curriculum. Lesson plans with links to educational standards are provided.
www.dpi.state.nc.us/curriculum/Guidance/index.html
[Note: Be sure to click on the top title, which begins New- and ends with the date. Clicking on the curriculum prompt will take you to a listing of pdf files, by grade level; Elementary, Middle and High school. The ones entitled blueprints give you the goals and objectives within each grade level. The ones that are entitled personal/social, career and academic, link to the three domains, which are covered by national standards for school counseling programs. Within each of the domain pdf files that you will find benchmarks at multiple grade levels and many lessons.]

Parenting Project

A national non-profit organization dedicated to bringing parenting, nurturing and relationship skills education to all school age children and teens. The site offers information about several educational programs already in schools. www.parentingproject.org/resource.htm

Partners Against Hate

"Life's too short—Stop the Hate!" Students, educators, and families will appreciate the rich resources available at this Web site, which can lead readers to many Internet links and lists of print and video resources for dealing with hate and violence motivated by prejudice.
http://www.partnersagainsthate.org/

Safe and Responsive Schools Project

Among other publications and resources, its PDF file, *Preventing School Violence: A Practical Guide to Comprehensive Planning*, outlines how to create a positive school climate (including dealing with bullies), identify and intervene with students at risk for violence, and respond

effectively to crises. This site is sponsored by the University of Indiana. www.indiana.edu/~safeschl

School Security.Org

Do you know what to do in a crisis? Do you have to think about it when the time comes, or do you follow a rehearsed plan? The School Security.Org home page urges school personnel to work on several fronts to anticipate potential crises, assess their schools' susceptibility to violence, and respond to the psychological needs of students during traumatic public events. Follow the site's links for information about how to assess your school's safety precautions, deal safely with the school's mail, evaluate school security consultants, and maintain an ongoing evaluation process. www.schoolsecurity.org

Smith Initiatives For Prevention and Education

Tools and information to assist educators with effective prevention and intervention strategies for youth, including ten principles to foster protective schools. http://www.drugstats.org/

The Substance Abuse and Mental Health Services Administration, SAHMSA

The Federal Government's premiere source of information about mental health services, substance abuse prevention, and addiction treatment. A new service will provide all SAMHSA news releases, fact sheets, and media advisories via email to subscribers. http://sims.health.org/Admins/

Teaching Tolerance

A national education project dedicated to helping teachers foster equity, respect and understanding in the classroom and beyond. Site includes classroom activities and resources and information about grants for educators. http://www.splcenter.org/teachingtolerance/tt-index.html

Teens, Crime, and the Community

Teens interested in taking action should consult this site, sponsored by a national youth program for creating safer communities. The lively, user-friendly site includes resources for both teens and adults. Resources for adults include practical suggestions for getting students to talk with one another about difficult topics and training for working with students who want to make their schools and neighborhoods safer. http://www.nationaltcc.org/

Youth Crime Watch

"We're watching because we care!" This is the motto of Youth Crime Watch of America (YCWA), a "youth-led movement to support a crime-free, drug-free environment in schools and neighborhoods." Young people can participate in an online chat room, find an abundance of links to resources, and locate YCWA clubs in the United States and throughout the world. Follow the links to *Surrounded by Safety*, an interesting 8-page brochure that offers guidelines for assessing the safety features of a school's physical environment. http://www.ycwa.org/

What About Zero Tolerance?

Is zero tolerance an effective approach to reducing school violence? http://www.edweek.org/ew/newstory.cfm?slug=30zero.h21. The article provides links to other discussions of this controversial approach to school safety.

Video Tape:

Lessons for Life: How Smart Schools Boost Academic, Social and Emotional Intelligence. This program was published in 1999 by the National Center for Education and Innovation, 1252 Loesch Road, Bloomington, Indiana 47404. Phone: (812) 355-6000

Appendix A

Early Warning, Timely Response: U.S. Department of Education. For the complete text of this document, visit the web: www.ed.gov/offices/OSERS/OSEP/Products/earlywrn.html

It is not always possible to predict behavior that will lead to violence. However, educators and parents--and sometimes students--can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate--and potentially harmful--to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for identification and referral purposes-only trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are presented with the following qualifications: They are not equally significant and they are not presented in order of seriousness. The early warning signs include:

- Social withdrawal.
- Excessive feelings of isolation and being alone.
- Excessive feelings of rejection.
- Being a victim of violence.
- Feelings of being picked on and persecuted.
- Low school interest and poor academic performance.
- Expression of violence in writings and drawings.
- Uncontrolled anger.
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.
- History of discipline problems.
- Past history of violent and aggressive behavior.
- Intolerance for differences and prejudicial attitudes.
- Drug use and alcohol use.
- Affiliation with gangs.
- Inappropriate access to, possession of, and use of firearms.
- Serious threats of violence.

Use the Signs Responsibly: It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about a child or teenager, but it's not okay to overreact and jump to conclusions.

Appendix B

New York State Health Education – a Skills-Based Approach to Meeting the Standards

The pages that follow begin with an overview of the New York State Health Education Scope and Sequence. The overview is designed to inform skills based design in the area of health education. It begins with the standards and the essential questions that drive the entire lesson. Assessment is also at the top of the page, reminding the designer to assess early and often, and keep the assessment in mind while developing the lesson. The overview continues with a set of diagnostic and guiding questions, which provide a backdrop for ensuring that the lesson is presented in an authentic manner. The second page of the overview provides a set of enduring understandings related to health education on any topic along with a list of the skills and functional knowledge areas that fall within the realm of health education. Finally, the overview concludes with a review of skill pedagogy – eight statements which remind us of what it takes for anyone to learn a new skill.

Following the overview are the New York State Health Education Skills, and the multiple sequential subskills, which when mastered, enable individuals to enhance personal, family and community health and safety. The seven skills include the overall encompassing skills of self management, and relationship management, as well as communication, decision making, planning and goal setting, stress management, and advocacy.

New York State Health Education Scope and Sequence Overview

Standards and Indicators	Authentic Assessment
Essential Student Question What health knowledge and skills do I need to know and be able to do to be safe and healthy? NYSHE 1. Personal Health and Fitness NYSHE 2. A Safe and Healthy Environment NYSHE 3. Resource Management	***Student Assessment Question*** How will I demonstrate what I have learned and am able to do to be safe and healthy? Authentic or near authentic applications of health and safety knowledge and skills such as role plays, simulations, logs, portfolios, demonstrations, reflection journals, plans and service learning

Diagnostic and Guiding Questions

Diagnostic Questions

What health knowledge and skills do I currently use to be safe and healthy?

What health knowledge and skills do I need to learn to be safe and healthy?

Guiding Questions

How can I enhance my health status?

How can I reduce my health and safety risks?

How can I use my strengths to enhance my health and safety?

What support do I need?

Who can support me?

What resources are there to assist me?

How can I access and manage resources that will assist me?

How can I develop the confidence to use the knowledge and skills I need to be safe and healthy?

Who or what impacts my ability to be safe and healthy?

What internal and external pressures influence my ability to be safe and healthy?

How do my peers' attitudes and behaviors influence my health?

How do my beliefs influence my ability to be safe and healthy?

How can I resist unhealthy pressures?

Why are health and safety skills and knowledge important to me?

How can I personalize health and safety knowledge and skills?

How do the positive and negative consequences of healthy behaviors compare with those of risky behaviors?

How can I reward myself for personal health and safety achievements?

How can I help others to be safe and healthy?

Enduring Understandings

Individuals need knowledge, skills and resources to be healthy.

Heredity, environment, access to health care, and lifestyle factors affect an individual's health.

An individual's emotional needs, feelings and outlook influence overall health and well-being.

Regularly engaging in healthy behaviors promotes overall health and well-being and reduces the risk of health-related problems, disorders and disease.

Personal strategies can be learned to develop and enhance healthy behaviors and to avoid, reduce and cope with unhealthy, risky or potentially unsafe situations.

Individuals have a personal responsibility to develop, maintain and increase safe and healthy behaviors.

Most individuals do not engage in high-risk health behaviors.

Risk reduction or cessation/treatment programs may be successful for the prevention or reduction of risky health behaviors.

Many individuals find it hard to stop or reduce unhealthy behaviors despite knowledge of health hazards and risks.

Community organizations have information, resources and services to assist individuals with developing and increasing healthy behaviors and resisting, reducing or abstaining from unhealthy behaviors.

Responsible individual behavior contributes to the health of the environment and the community.

A safe and healthy environment promotes care and respect for self and others.

Skills	**Functional Knowledge**
Self Management	Relationship Management	Unintentional Injury & Violence Prevention
Stress Management	Nutrition	Physical Activity
Communication	HIV/AIDS/STI	Tobacco
Planning and Goal Setting	Alcohol & other Drugs
Decision Making	Family Life/Sexual Health
Advocacy	

Skill Pedagogy

Individuals learn a skill when it is clearly explained, broken down into simple steps, and modeled in a demonstration using all the steps in the correct sequence.

When learning a new skill, it is important for individuals to have an opportunity to carefully examine a few examples in-depth.

Individuals need to practice all the skill steps in large group and small group sessions receiving feedback from others.

During skill practice, it is important to allow time for constructive feedback and discussions with others.

Skill use attempts are more likely to occur if the threat of failure is reduced.

Individuals need multiple opportunities to adapt, personalize and shape a skill as they learn it.

Individuals must over practice a skill until it is automatic (requiring little or no conscious thought) to effectively transfer it to real life situations.

Confidence in the use of a skill increases when practice sessions increase in difficulty and complexity.

Internal and external rewards for using a skill correctly will increase the likelihood of continued skill use.

The greater the similarities between the skill practice situations and real life, the greater the amount of positive transfer of the skill.

NEW YORK STATE HEALTH EDUCATION SKILLS

Seven developmental personal and social skills, comprised of multiple sequential subskills, which when mastered, enable individuals to enhance personal, family and community health and safety. The seven skills include the overall encompassing skills of self management and relationship management, as well as stress management, communication, decision making, planning and goal setting and advocacy.

Self Management: Overall personal health skill that enables an individual to assess and analyze one's current health and safety status, apply appropriate knowledge and skills, monitor, evaluate and adjust one's behavior to enhance personal health and safety. Self management includes the personal application of stress management, communication, decision making, and planning and goal setting to enhance personal health and safety.

Relationship Management: Overall personal health skill that enables an individual to assess and analyze one's current interpersonal and intra-personal knowledge and skills, monitor, evaluate and adjust one's behavior to enhance personal, family and community health and safety. Relationship management includes the application of stress management, communication, decision making, and planning and goal setting to enhance personal, family and community health and safety.

Stress Management: Personal and social skill comprised of multiple sequential subskills, that when performed together, enable an individual to manage positive and negative change in health enhancing ways. Stress management is performed as a separate skill and often in conjunction with the other health skills.

Communication: Sequential personal and social skill comprised of multiple subskills, that when performed together, enable an individual to listen, understand and express oneself in respectful, safe and health enhancing ways. This skill includes verbal and non-verbal communication, assertiveness, refusal, negotiation, conflict management and collaboration.

Decision Making: Sequential personal and social skill comprised of multiple subskills, that when performed together, enable an individual to make well informed choices that enhance personal, family and community health.

Planning and Goal Setting: Sequential personal and social skill comprised of multiple subskills, that when performed together, enable an individual to develop health enhancing short term and long term goals, and develop, implement, evaluate and revise health enhancing plans to accomplish the goals.

Advocacy: Sequential personal and social skill comprised of multiple subskills, that when performed together, enable an individual to persuade others to promote, support or behave in ways that enhance personal, family and community health. Advocacy is a natural outgrowth of self management, relationship management and the other four health education skills.

NYSED/CSHN Center Health Education Curriculum and Assessment Leadership Team,
Draft 4, October 2002.

SELF MANAGEMENT

Demonstrates the ability to practice strategies and skills to enhance personal health and safety

Elementary	Intermediate	Commencement
SM.E.1. Conducts a personal assessment of health and safety knowledge and skills	SM.I.1. Conducts a personal assessment of health and safety knowledge and skills	SM.C.1. Conducts a personal assessment of health and safety knowledge and skills
SM.E.2. Identifies the attributes (knowledge, skills, competencies) of a safe and healthy person	SM.I.2. Explores the attributes (knowledge, skills, competencies) of a safe and healthy person	SM.C.2. Analyzes the attributes (knowledge, skills, competencies) of a safe and healthy person
SM.E.3. Compares the personal assessment results to the healthy attributes to identify personal health and safety strengths and needs (may need adult assistance)	SM.I.3. Compares and analyzes the personal assessment to the healthy attributes to identify personal health and safety strengths and needs	SM.C.3. Compares and analyzes the personal assessment to the healthy attributes to identify personal health and safety strengths and needs
SM.E.4. Explores the benefits and harmful consequences of behaviors based on the personal health and safety assessment	SM.I.4. Predicts short and long term benefits and harmful consequences of behaviors based on the personal health and safety assessment	SM.C.4. Predicts short and long term benefits and harmful consequences of behaviors based on the personal health and safety assessment
SM.E.5. Selects and applies a health skill to improve personal health and safety	**SM.I.5. Selects and applies a health skill to improve personal health and safety**	**SM.C.5. Selects and applies a health skill to improve personal health and safety**
SM.E.6. Identifies and requests support from person(s) who could be helpful	SM.I.6. Identifies and accesses personal support persons or systems	SM.C.6. Identifies and accesses personal support persons or systems
SM.E.7. Identifies health and safety resources that could be helpful	SM.I.7. Accesses related health and safety resources	SM.C.7. Accesses, manages and evaluates related health and safety resources
SM.E.8. Celebrates and rewards self for personal health and safety accomplishments	SM.I.8. Celebrates and rewards self for personal health and safety accomplishments	SM.C.8. Celebrates and rewards self for personal health and safety accomplishments
SM.E.9. If appropriate, extends to relationship and/or health advocacy skill	SM.I.9. If appropriate, extends to relationship and/or health advocacy skill	SM.C.9. If appropriate, extends relationship and/or to health advocacy skill

BEST COPY AVAILABLE

RELATIONSHIP MANAGEMENT

Demonstrates the ability to apply interpersonal and intra-personal strategies and skills to enhance personal, family and community health

Elementary	Intermediate	Commencement
RM.E.1. Conducts a personal assessment of relationship management (nurturing, empathy, respect, responsibility) knowledge and skills	RM.I.1. Conducts a personal assessment of relationship management (nurturing, empathy, respect, responsibility) knowledge and skills	RM.C.1. Conducts a personal assessment of relationship management (nurturing, empathy, respect, responsibility) knowledge and skills
RM.E.2. Identifies the attributes (knowledge, skills, competencies) of a nurturing, empathetic, respectful, responsible person	RM.I.2. Explores the attributes (knowledge, skills, competencies) of a nurturing, empathetic, respectful, responsible person	RM.C.2. Analyzes the attributes (knowledge, skills, competencies) of a nurturing, empathetic, respectful, responsible person
RM.E.3. Compares the personal assessment results with the attributes to identify personal strengths and need areas	RM.I.3. Compares and analyzes the personal assessment in relation to the attributes to identify personal strengths and need areas	RM.C.3. Compares and analyzes the personal assessment in relation to the attributes to identify personal strengths and need areas
RM.E.4. Explores the benefits and harmful consequences of behaviors based on the assessment	RM.I.4. Predicts short and long term benefits and harmful consequences of behaviors based on the assessment	RM.C.4. Predicts short and long term benefits and harmful consequences of behaviors based on the assessment
RM.E.5. Selects and applies a health skill to improve personal health and safety	**RM.I.5. Selects and applies a health skill to improve personal health and safety**	**RM.C.5. Selects and applies a health skill to improve personal health and safety**
RM.E.6. Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)	RM.I.6. Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)	RM.C.6. Demonstrates positive interpersonal and intra-personal behaviors when working with others (including diverse populations)
RM.E.7. Identifies real-life situations that could lead to conflict and demonstrates win-win resolutions	RM.I.7. Analyzes possible causes of conflict and demonstrates win-win resolutions	RM.C.7. Demonstrates win-win strategies to prevent and manage conflict in healthy and safe ways
RM.E.8. Identifies health and safety resources that could be helpful	RM.I.8. Accesses related health and safety resources	RM.C.8. Accesses, manages and evaluates related health and safety resources
RM.E.9. Celebrates and rewards self for inter-personal and intra-personal health and safety accomplishments	RM.I.9. Celebrates and rewards self for inter-personal and intra-personal health and safety accomplishments	RM.C.9. Celebrates and rewards self for inter-personal and intra-personal health and safety accomplishments
RM.E.10. If appropriate, extends to health advocacy skill	RM.I.10. If appropriate, extends to health advocacy skill	RM.C.10. If appropriate, extends to health advocacy skill

BEST COPY AVAILABLE

NYSED/CSHN Center Health Education Curriculum and Assessment Leadership Team,
Draft 4, October 2002.

STRESS MANAGEMENT

Demonstrates the ability to apply stress management strategies and skills to enhance personal health

Elementary	Intermediate	Commencement
ST.E.1. Explains what stress is and discovers personal stressors	ST.I.1. Distinguishes between positive and negative stress and documents personal stressors	ST.C.1. Differentiates between positive and negative stress and prioritizes personal stressors
ST.E.2. Categorizes stressors on personal health	ST.I.2. Documents the impact of physical, emotional, social, family, school, and environmental stressors on personal health	ST.C.2. Analyzes the impact of physical, emotional, social, family, school, and environmental stressors on personal health
ST.E.3. Identifies physical and emotional reactions to personal stress	ST.I.3. Investigates physical and emotional reactions to personal stress	ST.C.3. Monitors physical and emotional reactions to personal stress and develops strategies for dealing with them
ST.E.4. Describes personal stressful situations and current ways of dealing with them	ST.I.4. Researches personal stressful situations and current ways of dealing with them	ST.C.4. Analyzes and evaluates personal stressful situations and current ways of dealing with them
ST.E.5. Selects and applies a strategy to manage stress in health-enhancing ways	**ST.I.5. Selects and applies a strategy to manage stress in health-enhancing ways**	**ST.C.5. Selects and applies a strategy to manage stress in health-enhancing ways**
ST.E.6. Explores connections between personal stress and expectations of self and others	ST.I.6. Clarifies expectations of self and others and their relation to personal stress	ST.C.6. Clarifies expectations of self and others and their relation to personal stress
ST.E.7. Recognizes personal capabilities and limitations	ST.I.7. Recognizes personal capabilities and limitations	ST.C.7. Recognizes personal capabilities and limitations
ST.E.8. Monitors, evaluates and adjusts the personal stress management strategy for coping with stressful situations	ST.I.8. Monitors, evaluates and adjusts the personal stress management strategies for coping with stressful situations	ST.C.8. Monitors, evaluates and adjusts the personal stress management strategies for coping with stressful situations
ST.E.9. Monitors and adjusts stress management strategies within the plan	ST.I.9. Monitors and adjusts stress management strategies within the plan	ST.C.9. Monitors and adjusts stress management strategies within the plan
ST.E.10. Identifies and practices relaxation techniques	ST.I.10. Demonstrates relaxation techniques	ST.C.10. Applies relaxation techniques

BEST COPY AVAILABLE

NYSED/CSHN Center Health Education Curriculum and Assessment Leadership Team,
Draft 4, October 2002.

COMMUNICATION

Demonstrates the ability to apply communication strategies and skills to enhance personal, family, and community health

Elementary	Intermediate	Commencement
CM.E.1. Uses qualities of active listening, following directions, and responding to others in health-enhancing ways	CM.I.1. Refines the ability to actively listen, follow directions, and respond to others in health-enhancing ways	CM.C.1. Employs active listening and response skills in health-enhancing ways
CM.E.2. Identifies and applies effective verbal (assertiveness) and non-verbal communication skills to enhance health	CM.I.2. Demonstrates effective verbal (assertiveness) and nonverbal communication skills to enhance health	CM.C.2. Applies effective verbal (assertiveness) and nonverbal communication skills in real-life health situations
CM.E.3. Demonstrates healthy ways to express needs, wants and feelings	CM.I.3. Demonstrates healthy ways to express needs, wants and feelings	CM.C.3. Demonstrates healthy ways to express needs, wants and feelings
CM.E.4. Describes characteristics of a responsible family member and friend	CM.I.4. Discusses how family and peer attitudes, beliefs and actions affect interpersonal communication	CM.C.4. Analyzes how interpersonal communication affects and is affected by relationships
CM.E.5. Identifies barriers that interfere with effective healthy communication	CM.I.5. Recognizes barriers that interfere with effective healthy communication and applies strategies to overcome barriers.	CM.C.5. Demonstrates strategies for overcoming health-related communication barriers
CM.E.6. Demonstrates ways to communicate care, consideration, and respect of self and others	CM.I.6. Demonstrates ways to communicate care, consideration, and respect of self and others	CM.C.6. Demonstrates ways to communicate care, consideration, and respect of self and others
CM.E.7. Demonstrates effective refusal skills in health-related situations	CM.I.7. Demonstrates effective refusal skills in real-life health-related situations	CM.C.7. Demonstrates effective refusal skills in real-life health-related situations
CM.E.8. Identifies real-life situations that could lead to conflict and demonstrates nonviolent strategies to deal with them	CM.I.8. Analyzes possible causes of conflict and demonstrates negotiation skills and other strategies to manage conflict in healthy ways	CM.C.8. Demonstrates strategies to prevent and manage conflict in healthy ways
CM.E.9. Demonstrates the ability to work cooperatively with others to enhance health	CM.I.9. Demonstrates the ability to work in groups with shared responsibilities, benefits, and risks to enhance health	CM.C.9. Applies collaboration skills to address a complex health issue

BEST COPY AVAILABLE

DECISION MAKING

Demonstrates the ability to apply decision making strategies and skills to enhance personal, family and community health

Elementary	Intermediate	Commencement
DM.E.1. Identifies personal health decisions and influences	DM.I.1. Identifies personal health decisions and sorts related internal and external influences	DM.C.1. Identifies personal health decisions and analyzes related internal and external influences
DM.E.2. Recognizes personal capabilities and limitations as they relate to possible healthy solutions	DM.I.2. Recognizes personal capabilities and limitations as they relate to possible healthy solutions	DM.C.2. Recognizes personal capabilities and limitations as they relate to possible healthy solutions
DM.E.3. Locates and uses information sources to enhance health	DM.I.3. Compiles and assesses available information to enhance health	DM.C.3. Gathers, synthesizes, and evaluates available information to enhance health
DM.E.4. Personalizes health risk of decisions to self and others	DM.I.4. Personalizes health risk of decisions to self and others	DM.C.4. Personalizes health risk of decisions to self and others
DM.E.5. Applies a decision making model to real-life health-related situations	DM.I.5. Applies a decision making model to real-life health-related situations	DM.C.5. Applies a decision making model to real-life health-related situations
DM.E.6. Questions perceptions of normative health-related behavior	DM.I.6. Analyzes perceptions of peer, family, and community normative health-related behavior	DM.C.6. Analyzes perceptions of peer, family and community normative health-related behavior
DM.E.7. Describes how personal health decisions are connected to subsequent decisions	DM.I.7. Describes how personal health decisions may affect subsequent decisions	DM.C.7. Describes how personal health decisions may affect subsequent decisions
DM.E.8. Assumes responsibility for personal health decisions	DM.I.8. Assumes responsibility for personal health decisions	DM.C.8. Assumes responsibility for personal health decisions

BEST COPY AVAILABLE

PLANNING AND GOAL SETTING

Demonstrates the ability to apply planning and goal setting strategies and skills to enhance personal, family, and community health goals

Elementary	Intermediate	Commencement
PG.E.1. Identifies the benefits of planning and setting personal health goals	PG.I.1. Analyzes the benefits of planning and setting personal health goals	PG.C.1. Critically analyzes and articulates the benefits of planning and setting personal health goals
PG.E.2. Makes a personal commitment to achieve a personal health goal	PG.I.2. Makes a personal commitment to achieve a personal health goal	PG.C.2. Makes a personal commitment to achieve a personal health goal
PG.E.3. Develops a personal health goal and a plan to achieve it	**PG.I.3. Develops a personal health goal and a plan to achieve it**	**PG.C.3. Develops a personal health goal and a plan to achieve it**
PG.E.4. Identifies possible barriers to achieving the personal health goal	PG.I.4. Analyzes possible barriers to achieving the personal health goal	PG.C.4. Analyzes and develops strategies to overcome barriers to achieving the personal health goal
PG.E.5. Implements the plan to achieve the personal health goal and overcome possible barriers	PG.I.5. Implements the plan to achieve the personal health goal and overcome possible barriers	PG.C.5. Implements the plan and adjusts plan as needed to achieve the personal health goal
PG.E.6. Analyzes the impact of decisions on the personal health goal	PG.I.6. Analyzes the impact of decisions on the personal health goal	PG.C.6. Analyzes the impact of decisions on the personal health goal
PG.E.7. Identifies personal support systems and explains their importance in achieving the personal health goal	PG.I.7. Identifies personal support systems and explains their importance in achieving the personal health goal	PG.C.7. Identifies personal support systems and explains their importance in achieving the personal health goal
PG.E.8. Monitors and evaluates progress towards achieving the personal health goal	PG.I.8. Assesses, reflects on and adjusts the plan to maintain and enhance personal health and safety, as needed	PG.C.8. Assesses, reflects on and adjusts the plan to maintain and enhance personal health and safety, as needed

BEST COPY AVAILABLE

ADVOCACY

Demonstrates the ability to apply advocacy strategies and skills to enhance personal, family & community health

Elementary	Intermediate	Commencement
AD.E.1. Identifies personal, family, school or community health and safety concerns	AD.I.1. Conducts a personal, family or community health assessment and/or reviews information from an existing health assessment	AD.C.1. Conducts a personal, family or community health assessment and/or reviews data from current similar health assessments
AD.E.2. Selects one health or safety issue to take a stand on	AD.I.2. Analyzes data to determine a priority health or safety issue in need of advocacy	AD.C.2. Analyzes data to determine priority area(s) in need of advocacy
AD.E.3. Locates evidence that supports the health-enhancing stand	AD.I.3. Researches the health or safety advocacy issue	AD.C.3. Thoroughly researches the health advocacy issue
AD.E.4. Identifies community agencies that advocate for the health-enhancing stand	AD.I.4. Identifies agencies, organizations, or others who advocate for the health issue	AD.C.4. Identifies and familiarizes self with agencies, organizations, and others who advocate for and against the health issue
AD.E.5. Expresses personal opinions about the health-enhancing stand	AD.I.5. Clarifies personal beliefs regarding the health advocacy issue	AD.C.5. Clarifies personal beliefs regarding the health advocacy issue
AD.E.6. Takes a clear health-enhancing stand	AD.I.6. Takes a clear health-enhancing stand	AD.C.6. Takes a clear health-enhancing stand
AD.E.7. Selects an audience and prepares a safe or health-enhancing message for the individual or group	AD.I.7. Identifies an audience and adapts the health message(s) and communication technique(s) to the characteristics of the individual or group	AD.C.7. Identifies an audience and adapts the health message(s) and communication technique(s) to the characteristics of the individual or group
AD.E.8. Shows how to persuade others towards the health-enhancing stand	AD.I.8. Uses communication techniques to persuade the individual or group to support or act on the health enhancing issue	AD.C.8. Uses communication techniques to persuade the individual or group to support or act on the health enhancing issue
AD.E.9. Works cooperatively with others to advocate for health and safety issues	AD.I.9. Works collaboratively with individuals, agencies or organizations to advocate for the health of self, families and communities	AD.C.9. Works collaboratively with individuals, agencies and organizations to advocate for the health of self, families and communities
AD.E.10. Examines ways to improve the advocacy effort	AD.I.10. Evaluates the effectiveness of the advocacy effort(s) and revises as needed	AD.C.10. Evaluates the effectiveness of the advocacy effort(s) and revises and adjusts as needed

BEST COPY AVAILABLE

NYSED/CSHN Center Health Education Curriculum and Assessment Leadership Team,
Draft 4, October 2002.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

UD035 796

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Respect: Interpersonal Violence Prevention Resource Guide Stopping Youth Violence Before it Begins	
Author(s):	
Corporate Source: New York State Center for School Safety	Publication Date: 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Debra Fuchs Nadeau	Printed Name/Position/Title: Debra Fuchs Nadeau Ed D Director of Research
Organization/Address: New York State Center for School Safety	Telephone: 845 292 0082 FAX: 845 292 8694
	E-Mail Address: dfuchs@schoces.org Date: June 23, 03

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Urban Education
Box 40, Teachers College, Columbia University
New York, NY 10027

Telephone: 212-678-3433
Toll Free: 800-601-4868
Fax: 212-678-4012

WWW: http://eric-web.tc.columbia.edu

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)